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College or sixth form?

The upper secondary school is perhaps the most troubled part of British education. The rise of the comprehensive ethos, the desertion of so many teenagers to the local tech, the mishandling of teacher education, the 20 year period when higher education consumed most of its own best products rather than sending them back into the schools, the sharp decline in the birth-rate in the late 1960s and 1970s, and the present Government's sharp and precipitate cuts in public expenditure, all these factors have conspired to undermine, probably fatally, the traditional sixth form.

This has had two results. Despite comprehensive reorganization, 16 plus education, at any rate in many schools, still offers far too little to attract the commitment of the below average pupil. For too many still leave school early without useful qualifications and then have to be swept up by make-work and remedial-skills programmes organized by the Manpower Services Commission. Similarly, the upper secondary school still does far too little to expand the horizons of the average and above average pupil to include higher education.

The consequences are a higher than necessary rate of unemployment among early school leavers and a faltering age participation rate in higher education, both alarming signs of serious underinvestment in human capital (as well as a substantial denial of the individual's capacity for self-fulfilment). This underinvestment has been well recognized. It now seems to be common ground among all three (four?) main political parties, and received wisdom among apolitical but committed policy makers, that the improvement of education for 16 to 19 year olds should enjoy the highest priority.

The first instinct of higher education may be to resist such a priority. But, despite the Hobbesian climate created by the cuts, the instinct should be put aside. The belief that 16 to 19 education should receive special treatment is so firmly established that it cannot be removed anyway, and it is in all but the shortest term interest of higher education to see the reestablishment of a strong upper secondary sector. The mismatch between secondary and higher education is clearly a major cause of the faltering age participation rate, which in turn is the weakest link in higher education's case for restored or improved resources. A stronger 16 to 19 sector must lead to a stronger higher education.

Indeed, higher education's interest in the reform of the upper secondary sector is more direct still. For it

throws a long shadow back over secondary schools, especially in the form of O and A levels. It is an influence that higher education has been unwilling to give up, for eminently practical and defensible reasons concerning the length, content and quality of degree courses. Yet there is a superior reason why this influence, if not given up completely, should be considerably diluted. It tends to stifle the initiative of schools and colleges, initiative that is vital to recapture the commitment of many teenagers and so eventually to stimulate a renewal of interest in higher education.

There is a third, more immediate and more positive, interest that higher education should show in the reorganization of the post 16 sector. For universities and colleges have a special interest in how the upper secondary sector, from which they will always draw the majority of their students, is organized. Here there appear to be three main options. The first is to seek to preserve existing arrangements until falling rolls positively extinguish them. This appears to have been the spirit in which Sir Keith Joseph approached his decision to reject Manchester's plan to create a system of sixth form colleges in the city, and it is certainly close to the line of head teachers and of the National Union of Teachers. While accepting that a move away from traditional sixth forms could have profound consequences for the (lower) secondary school, there is surely little room for quasi-sentimentality, full of regret for the strange death of grammar school sixth form. The main difficulty is that the only way in which traditional sixth forms can overcome the problem of falling rolls is by establishing consortia, which taken with relaxation of school rules for sixth formers, come very close in the end to the creation of separate sixth form colleges anyway.

In any case the traditional sixth form is clearly not a suitable institution to hold the faltering attention of the below average pupil - the idea of a non-academic or one-year sixth terms - but it is also likely to be increasingly ineffective as a nursery for higher education. Students are voting with their feet by studying for O and A levels in further education, not simply because they can drive motorbikes and vote in student union elections, but because they know they will often get a better educational deal than in a small, isolated, and insecurely staffed school sixth form.

For the nub of the problem is essentially the efficient use of scarce resources. Traditional sixth forms are among the least efficient teaching units in British education, not excluding the universities with their heavy commitment to research. To spread physics, or maths, or French teachers, randomly through the secondary system in small - often, very small - units is a recipe for creating the often complained of shortage.

The effective choice is really between sixth form colleges, essentially new institutions created by the amalgamation of existing school sixth forms, and tertiary colleges, the amalgamation of all post 16 education whether A level, technician, craft, or even MSC, in comprehensive institutions based on existing further education colleges. Resource arguments certainly favour the latter. Tertiary colleges offer economies of scale across the whole range of 16 to 19 education not simply the (approximately) academic part of the spectrum. They also have specialized buildings, equipment, and, most important of all, staff which a newly formed sixth form college would not always find easy to match.

Educational and social considerations also favour a tertiary solution. In an age increasingly concerned about education for employment at all levels, the traditions of further education have perhaps as much to offer as those of the grammar school sixth form in some attenuated form. Above all, tertiary colleges would be comprehensive institutions, open-door colleges in a truly modern sense, while sixth form colleges might very easily slip into the rather narrow role of post 16 grammar schools. While the latter could act as a new barrier between secondary and higher education, tertiary colleges have at least the potential of acting as a bridge and so helping to re-establish ruptured links between a comprehensive secondary system and a more liberal higher education.

The regeneration of the upper secondary school/college is perhaps the most important priority for British education today. Yet it is difficult to see how this can be achieved without substantial movement towards tertiary colleges. Traditional sixth forms can only be preserved by the ruthless amalgamation of schools to provide adequate numbers, which will do nothing for standards in the lower secondary school. The creation of sixth form colleges will prove to be an expensive and also a limiting policy. It is time that tertiary colleges were given more positive encouragement by the Government, not to become monopoly suppliers of 16 to 19 education but perhaps to become the majority providers.

Hard right and soft left

The polarization of higher education policy continues to gather speed. Last week Sir Keith Joseph told the House of Commons Select Committee that Britain had too much higher education (which he presumably honestly believes) and that the cuts would cause little damage and might actually improve standards (which he cannot honestly believe). The contrast with his well meaning if ineffective predecessor was painful. Even the vice chancellors have noticed the sharp drop in the political temperature.

Tomorrow at Aston University the Campaign for Higher Education formed by a group of socialists in higher education and in Parliament will hold its first conference. Much of the discussion will be based on the group's recent working paper, inevitably titled *For An Alternative Strategy*.

Their diagnosis at least is unexceptional: an overall shrinking of educational opportunity and employment

prospects; the relative deprivation of those most vulnerable, women, immigrant groups, working class students, and of those areas like the Midlands and the North where conditions are already most critical; an abandonment of those principles which guarantee a free educational system and the right to generate new ideas; a growing centralization of control and the complicity of university administrations in the dismantling of the liberal tradition in English education in both the university and the abandoned sector. The wholesale and unrepentant abandonment of the Robbins principle of questioning the value of education itself cast considerable doubt on the purely ideological underpinning of Conservative Party policy.

On the surface, this alternative strategy seems unlikely to avoid the familiar combination of vague nostrums and procedural detail. Unfair, perhaps, to prejudice, but it seems a faint hope that tomorrow's conference at the University of Aston, led by the 40-year academic signatories of the public debate that this campaign rightly considers essential to the salvation of education at any acceptable level. The customary rhetoric of "exhaustion", "demoralization", "ossification", begs more than one question and raises the uneasy suspicion that organized opposition to the cuts may itself, and already, be all three.

Finally, it is not at all clear whether the campaign drafters take the more sanguine view that collapse is still only threatened and that there is thus still time for concerted and expedient action. If this is the case, as we may hope, then immediate action is clearly crucial.

Laurie Taylor



(A committee room).

Next we have Keele University. Has everyone got the relevant papers? Good. Now, any chance of clawing back a few million here?

Well, sir, it actually doesn't seem too difficult. Our subcommittee draws our attention to the figures in Social Science. They seem to speak for themselves. (Shouts of "Speak for themselves. Speak for themselves.")

Good heavens. Roger. You're absolutely right. Look here everybody. The figures which they're proposing for the coming years are well down on the present numbers. Where's the old calculator. Let's have a percentage.

(High-pitched cries of "A percentage: what's the percentage?") Its roughly 30 per cent, sir. About 440 students.

(Yells of "Give 'em what they want. Cut. Cut.")

Excellent. Nothing like having your work done for you is there? My word, that does make things easier. Nice short letter, "Dear vice chancellor of Keele, we thoroughly endorse your proposal for a major shift of emphasis away from social studies and have made the appropriate financial adjustment." We'll pop in something about Russian studies a bit later. All agreed? (Spontaneous applause and shouts of "Well, they asked for it. A bench in St James' Park: several months later.")

Had a phone call from Keele the other day.

What's that?

Keele. You remember. Big cut in social studies.

Oh yes. Remember it well. Asked for it themselves.

Not quite. You see I've just had a chat with their VC - can't remember the chap's name - and it seems they weren't proposing any such cut.

But the numbers they gave us showed it clearly.

That's where it gets a bit tricky - where we made a bit of a boo-boo. You see our subcommittee based its calculation on number instead of load - miscalculated by over 400 students.

Nasty. And they're sort of... found out?

Could hardly keep it from them. We boasted of going along with their proposal.

Couldn't we say we didn't look at the subcommittee's evidence?

Out of the question. We'd have every other university in the country at our throats.

So what can be done?

No problem at all.

You've come to a decision? Within minutes.

Excellent.

I will simply issue a statement declaring that although our calculations for Keele were misleadingly based on information which suggested a quite extraordinary cut in social studies - that this in no way affected our final decision to make a quite extraordinary cut in social studies.

"A Daniel come to judgment." (Light fades. The distant call of circling coos.)

The Times Higher Education Supplement

November 27, 1981 No 473 Price 45p

Secret talks on splitting up SERC

by Robin McKie
Science Correspondent

Britain's engineering professors have begun secret negotiations to try to split up the Science and Engineering Research Council. In a confidential paper they call for a new independent engineering research and development council to set up research organizations more closely linked with industry and Government departments.

The document, prepared by the Engineering Professors' Conference and sent to the SERC, highlights a number of serious flaws in the present system. Firstly it points out that as engineering is a minority activity within the council, it is always constrained by the minority view.

This means that innovations specially suited to engineering are often not introduced. For instance, the engineering professors feel present SERC studentships, although sufficient for science researchers, are generally inadequate for engineering researchers and should be halved in number and doubled in value.

Secondly, although the SERC has become more industrially aware recently, the EPC report

argues that there is room for far closer links with industry particularly involving projects likely to generate profits. Thirdly, the difference between scientific research, involving basic and fundamental discoveries, and engineering research, which is concerned with applications, is so wide it is pulling the SERC in two completely different directions.

The engineering professors hope the report, which it will soon circulate to engineering institutions and the Fellowship of Engineering, will form the main plank in its campaign to set up the ERDC. They are particularly keen that it be formed quickly so close links could be established with the new Engineering Council and they are to send a version of the report, revised in the light of the views of the SERC and institutions, to the Department of Education and Science in the new year.

Although it always backed the idea of a separate engineering research council, it was only at its last annual conference that it agreed to prepare the present report. This was completed by a working party in September and has since been revised according to responses of various en-

gineering professors. The EPC now believes it has the backing of more than three quarters of its members for the plan.

This would involve all of the SERC's present engineering cash allocation being channelled into the new council. In 1979-80, this amounted to £24m for council engineering board research projects and a further £8m for engineering studentships. But it is also intended that money from other Government departments, such as the Department of Industry's research boards, could be added to the ERDC's funds.

The EPC stresses that it is not directly criticizing the SERC, only the system under which it must operate.

Professor Robert Smith, chairman of the EPC, said: "Everything is at a very informal stage at present and I am determined that every facet of this proposal will be checked out very carefully before we proceed with our case."

This year, the SERC changed its name from Science Research Council to highlight that it has increased its funding of engineering research, although this is a function the council has always carried out.

Alpha to omega of great Greeks

The Greeks had a word for it. And when they had thought of it, they used it on walls - again and again. It seems that chipping slogans on walls was a national pastime as important as debating at the drop of a hard word or cramming into a large wooden horse for charity.

Now this lapidary enthusiasm is to be put to good use. A team of Lancaster University researchers, under the direction of Dr Michael Osborne, of the classics and archaeology department, is to compile a biographical dictionary of all known Athenians from earliest times until the sixth century A.D.

The *Who Was Who in Athens* will use three years of study using as its main source of material the city's inscriptions - which range from the top of the city's highest officials to petty functionaries, war casualties and even debtors.

The aim is to provide a basic reference work for ancient history students and should answer a host of fascinating questions. Who was Theseus? Why anyway?

There was intense activity this week as vice chancellors met MPs, ministers and the University Grants Committee, who also held their own meetings, clutching at the straw offered by Sir Keith Joseph, the Secretary of State, who said he would consider any alternative measures.

The plans have been given qualified support by the leaders of 34,000 lecturers.

The Association of University Teachers met Sir Keith on Wednesday to discuss the proposals for a longer time scale originating with university vice chancellors and taken up by Conservative MPs.

The union's general secretary, Mr Laurie Sapper, said that to call the UGC's advice to universities a restructuring exercise was a myth.

Dr Hampson, has championed the case for an extended period. He believes that the redundancy bill will be higher than it need be if the three-year timescale is retained. "If it is five years the universities do not have to take such drastic action and will not be involved so much in com-

pensatory redundancies where most of the costs would lie," he says.

The University Grants Committee has meanwhile told universities it will consider paying necessary expenditure arising out of court proceedings as a result of redundancy. It is also considering what kind of advice it should give to the universities in future about tenure provisions for lecturers.

Strathclyde University has rejected more than 1,000 fully qualified applicants as a result of government restrictions on admissions.

The number of home admissions has risen by 5 per cent from last year to 12,844 but the 1,717 admissions, the majority from west central Scotland, show a 5 per cent decrease.

This year, more UK entrants were admitted with Higher National Certificates or diplomas from the Scottish Technical and Business Education Councils, and more were admitted directly from the fifth year of secondary school.

The university attracted more than 180 new overseas students, including 70 Norwegians enrolled in science and engineering courses.

It seems certain that more than 50 academic staff at Strathclyde will accept voluntary early retirement.

Strathclyde has extended its initial offer from age 56 to 50 in some cases, with provision for part-time work with university research facilities and office space where possible.

The University of Manchester Institute of Science and Technology council was told this week it was losing £40,000 a week. A £500,000 severance fund was set up although the details have not been agreed. A policy and resources report was accepted

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Mr Len Murray, TUC general secretary, addresses a rally organised by the National Association of Teachers in Further and Higher Education in London this week. He said the polytechnics and colleges faced a harsher fate than the universities. Full story page 3.

For the second year running spending on discretionary awards is down - by seven per cent - compared with the rate support grant assumption. The paper says that this can be explained by the lower number of students in non-advanced further education in 1980/81. They account for 40 per cent of awards.

Surprisingly, spending on adult education is only 19 per cent lower than in 1979/80 (£66m) in spite of the Government's demand for a 30 per cent cut. This results from the backlash among evening class students which resulted in local authorities curbing fee increases and failing to increase their income as expected.

The evidence of tight management by institutions and local education authorities is worrying college unions which fear for the effect on teaching standards and the threat of course closures through lack of academic staff.

Vcs prove feasibility of five-year plan

By Ngaio Crequer,
David Jobbins
and Olga Wojtas

Vice chancellors have responded to the challenge laid down last week to prove that spreading the university cuts over five rather than three years would ultimately cost less.

The Committee of Vice Chancellors and Principals has prepared a detailed paper which it has given to Dr Keith Hampson, Conservative MP for Ripon, showing how the Government savings could be made over the longer period, while still meeting the peak demand of applicants, and avoiding the trauma and expense of compulsory redundancies.

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Polys, colleges underspend by £24m

by Charlotte Barry

Polytechnics and further education colleges spent £24m less last year than had been assumed in the rate support grant settlement for 1980-81.

This surprising outcome shows that measures already taken by polytechnics and colleges to cut costs by natural wastage, voluntary redundancy schemes, and other economy measures have been more than enough to keep spending within Government targets.

Teaching costs in polytechnics and colleges show a shortfall of £9.9m (one per cent) and non-teaching costs are £17.7m (three per cent) lower than forecast. A total of £2m spent in 1980/81 on premature retirement compensation was not allowed for at all. All the figures, worked out by a local government sub-group on education spending, are at November 1980 prices.

The confidential paper, produced for today's meeting of the education expenditure steering group, says that teaching costs are lower than expected because of increasing delays in filling job vacancies. The calculation could have an effect on the rate support grant settlement for next year due to be announced shortly.

The assumed student numbers were close to target and the shortfall in non-teaching costs indicates that the local authorities have made economies in the 1978/79 level of provision for students, the paper says.

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Britain's medical research charities, which gave a record £55m of medical research last year, have warned the Government they will not be able to make good the shortfall of funds in university research.

Dr Peter Williams, chairman of the Association of Medical Research Charities said: "The Government is penalising universities by stringent cutbacks which endanger research. They have not preserved research by a parallel increase to the Medical Research Council. The charities have no voice in the decisions which bring about these changes, but seem to be expected to come to the rescue."

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CNAA takes fresh look at research role

by Charlotte Barry

The Council for National Academic Awards is to review research in polytechnics and colleges.

A working party headed by Professor Geoffrey Sims, vice-chancellor of Sheffield University and chairman of the CNAA's research committee, is to take a fresh look at the findings of the 1974 Rochester report which concluded that academic staff should undertake research.

The committee, chaired by Professor George Rochester of Durham University, said that separating teaching and research went against the council's view that research helped sustain lively undergraduate

teaching.

Research in the polytechnics has broadened in scope since 1974. Mr John Hall, assistant chief officer at the CNAA said that the polytechnics had developed "vigorous research in fields much wider than science, technology and engineering and are embracing the arts, humanities, social sciences, social studies and business."

The amount of funding by outside bodies has also expanded, and the polytechnics are now concerned about the financial problems faced by the research councils.

Another development has been the growing number of polytechnics

with the power to approve registration for MPhil research degrees. Last summer the council extended this power to include PhDs for polytechnics with five years' experience of approval.

The review has been welcomed by the Association of Polytechnic Teachers which has just published a paper calling for an urgent reconsideration of the Rochester report.

The union says that as research resources decline and teaching commitments rise, positive action must be taken by the council if polytechnics are to remain a viable sector of higher education. "Without the opportunity for the pursuit of

scholarship, the attractiveness of polytechnic lecturing to the best academics or to practising professionals must be limited. They will be aware that they will have little chance of becoming really proficient in their subjects."

The CNAA must take a more positive stance than presented in the Rochester report and approach the Department of Education and Science for research funding. "The feeling that research is seen as a dilettante activity which can be pursued only if funded by outside bodies requiring urgent return on investment is seen to be nonsensical," says the union.

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Warnings for SSRC on its new structure

Warnings that postgraduate studies could be damaged by plans to reorganize the Social Science Research Council, have come from Warwick University and the Social Administration Association.

Warwick has told the SSRC that its new committee structure must include a postgraduate training board as postgraduate education in universities and polytechnics will continue to be based on single subjects.

The board could ensure that postgraduate training got a fair share of resources and set up an equitable system of awards, says the university in its response to the SSRC document *The Change in Structure for Changing Circumstances*.

Warwick is concerned that the new structure will not take account of the needs and interests of individual disciplines and specialized research. It says multi-disciplinary research has no greater merit than research based on single subjects.

"For the satisfactory long-term development of the social sciences it is essential to ensure that fundamental research (both single subject and multi-disciplinary) is encouraged. This may be difficult to achieve in the new structure."

The university argues that the new structure will not necessarily produce good policy-orientated work.

The Social Administration Association endorses the need for a special board. It asks the SSRC to make a fresh approach to the Department of Education and Science about grants for part-time postgraduates.

It agrees that there is a need for a more flexible and imaginative framework but says the council should keep its distinctive role in funding research, with emphasis on the maintenance and development of disciplines.

"The research needs of Government departments are immediate, and often short-term. Only the SSRC has the capacity to fund fundamental research - scholarly work which may be one or two steps removed from policy issues, but which may have considerable repercussions on policy in the long run."

Discretionary awards down

The number of discretionary grants for students fell by five per cent during 1979-80 from 47,000 to 45,000 while mandatory awards went up by one per cent from 320,000 to 323,000.

The value of ordinary maintenance grants over the year went up by around 13 per cent with the London residential rate rising from £1,315 to £1,485, the provincial rate from £1,100 to £1,245 and the parental home rate from £370 to £382. The value of the minimum award, however, went up by 67.5 per cent, from £200 to £335. The large rise was mainly to compensate for the last phase in the withdrawal of child tax allowance.

The overall average value of the grant went up by £221 to £1,925 while the average assessment of contribution from parents, spouses and students went down by £7.

Department of Education and Science Statistical Bulletin.



This dancing bear in a Cambridge street is shown in one of a selection of early photographs currently on exhibition at the Goldsmiths' College Gallery in south-east London. They have been printed from a collection of thousands of glass negatives taken by Edgar Tarry Adams, a wealthy Essex businessman, who from the 1880s to 1920 recorded local and national events.

Belfast ban on student newspaper

The National Student newspaper has been banned from Queen's University, Belfast, because of complaints about its coverage of Northern Ireland affairs. But attempts will still be made to distribute the paper.

President of the student union, Mr Adrian Colton, said: "A motion calling for banning of National Student was overwhelmingly carried by a general meeting of the union on the complaint that it had persistently misrepresented the situation in Northern Ireland to students in the rest of the United Kingdom."

A recent issue of the paper quoted a Republican sympathiser as saying that he was "shot at every week of the year." It was this quotation, in the midst of a general assessment of the situation by NS editor Mr Chris Mawrat, which sparked off the row.

This week an angry Mr Mawrat pointed out that the motion to withdraw the NS subscription had been supported not only by Republican sympathisers but by the Democratic Unionist Party.

It is ironic that when Northern Ireland is as divided as it has ever been these two organizations should suddenly come together to support a ban on a newspaper," he said. About 400 copies of each issue of National Student are sold at Queen's.

News in brief

Governors delay decision

North Staffordshire Polytechnic's governing body has delayed a decision on closing its Madeley site in the face of opposition from students and staff. It was feared that the sub-committee set up to look at the organization might press for closure earlier than the 1987 date recommended by the county council.

The Madeley Action Campaign, formed by staff, students and unions, points out that closure would result in a short term saving but would be the long term put extreme pressure on the polytechnic's other two sites.

Scots UGC call

The Scottish National Party wants Scotland to have its own University Grants Committee. Vice-chairman Mr Jim Sillars, honorary president of Stirling University, said: "The SDP acknowledges that other than Scottish universities have been severely affected by the cuts, but the evidence shows that the unique character of Scottish higher education, with its emphasis on a broad-based approach to learning, has been ignored by a University Grants Committee anchored in the Oxbridge mentality."

Work in focus

The Arts Council has commissioned a report on residencies and projects involving photographers in education work. The researcher, Jim Hornby, a lecturer at the Herfordshire College of Art and Design, will look at how Arts Council placements have benefited photographers, teachers, pupils and the public.

Teachers of secretarial and related courses in colleges and schools will have the chance to retrain in technology under a programme being run by the National Computing Centre and the Royal Society of Arts through the Department of Education and Science's microelectronics programme.

Skills updated

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Australian chair

The director of the Medical Research Council's unit of reproductive biology, Professor Roger Short, has been appointed to a chair of reproductive biology at Monash University, Australia. Professor Short will join a team of researchers who have helped pioneer in-vitro fertilization. A total of 13 test tube babies have been born around the world, 11 of them in Melbourne and 10 involving the Monash team.

Leeds leader

Sir William Twiddle has been elected pro-chancellor of Leeds University. He succeeds Sir Richard Graham. Sir William (67) has been a member of the university court and council since 1970 and chairman of the finance committee since 1972.

Silver for iron

A new essay prize, given by the Electricity Council, has been won by two Aston University students, Chris Poole and David Pavely have won silver medals for devising a system for removing pieces of iron from coal feed lines in power stations. They both now work for the Central Electricity Generating Board.

More postgraduates, fewer graduates find teaching jobs

by Patricia Santinelli

More university postgraduate student teachers obtained teaching posts this year than ever before, according to the latest survey by the University Council for the Education of Teachers.

The annual survey, which covers 31 university departments and includes 31 postgraduate certificate of education courses and 19 concurrent courses of various kinds, is based on a 100 per cent response.

It shows that at mid-October 3,626 students were in post in Britain compared to 3,381 last year. This is the

Murray puts the poly case

by David Jobbins

Senior trade union leaders are urgently trying to counter the impression that only the universities are suffering from Government spending policies.

They share the fear that last week's immensely successful lobby against the university cuts may encourage efforts to publicize the effects of harsher attacks on the polytechnics and other public sector colleges.

UGC general secretary Mr Len Murray told a rally this week: "I know we have heard a good deal of the problems and travails of the universities in terms of the severe cuts inflicted on them. But I doubt whether the public at large recognizes that under current policies the polytechnics and colleges, which have already suffered such serious setbacks through expenditure cuts and the capping of the pool, now face an even harsher fate than that meted to their university colleagues."

He accused ministers of trying to drive a wedge between unions and their members, and between trade unionists and the communities they served.

Calling for an expansion rather than contraction of opportunities especially for non traditional students, he had a word of warning about the planned interim national body.

"What we must not have is a tool for doing the Government's dirty work in administering cuts. But we do need a body to plan public sector higher education fully representative of all the interests involved including the unions, which is fully staffed and fully accountable."

Other speakers at the rally, marking the opening of the campaign by the National Association of Teachers in Further and Higher Education to save higher education, were president of the TUC Mr Alan Fisher, and National Union of Students president Mr David Aaronovitch.

Natlie's general secretary, Mr Peter Dawson, told the rally that much attention had been focussed on universities who were to suffer "devastating" cuts of 15 per cent over three years. But money for advanced further education in the public sector was likely to be cut by 10 per cent in just one year. Some institutions could face cuts of over 15 per cent.

"The consequences for this sector, where staff and courses have already been pared to the bone, will be catastrophic. It will be savagery."

Extra teacher study year proposed

Postgraduate teacher training courses for primary and middle year teachers should be extended to two years, a report to be published later this year.

This is one of the main recommendations of a transitory working party drawn up by the University Council for the Education of Teachers in consultation with the Council for National Academic Awards to look at the state of primary and secondary PGCE courses.

The recommendations come in the wake of a Department of Education and Science projection that if BED output is maintained, a huge increase in the number of primary teachers trained via the PGCE route will be needed to meet demands in schools during the late 1980s and early 1990s.

Only a two year PGCE course will achieve the high standard required of newly trained teachers for primary and middle years who at the moment undertake only one year of training, says the report. "It is a good moment to achieve a major quality improvement in primary training and then at secondary level," it says.



Students occupying the Polytechnic of Central London watched over by impassive police.

PCL staff threaten strike

by David Jobbins

The Polytechnic of Central London faces disruption today with the threat of a one-day strike by staff angered at plans to eliminate a £600,000 deficit by freezing posts and other measures.

Staff are to lobby the Inner London Education Authority, which has given rector Dr Colin Adamson four weeks to present plans for eliminating the deficit and has sent in its own team of auditors.

Among staff demands is the suspension of the rector, who they say has alienated staff by his handling of this week's student occupations.

On Monday the student protest at the way the polytechnic was dealing with its financial predicament flared into violent clashes with police ringing its Regent Street building. Several people were arrested and 11 appears in court next month.

National Union of Students president Mr David Aaronovitch bitterly criticized the students for breaking ranks with the other campus unions and deciding to occupy.

"I do not necessarily want occupa-

tions of buildings and insular tactics of this sort," he told a rally of lecturers on Tuesday. "I want us to occupy the minds of people who have aspirations to higher education and win them to what we are doing in teaching institutions because this is the only way the student voice is going to be heard."

An attempt by PCL students to occupy the NUS headquarters in Endsleigh Street was frustrated when they found the doors locked.

A senior polytechnic administrator said that usual practice had been followed in locking the Regent Street building when it was occupied. Between 40 and 100 students were inside and it was when hundreds of students from PCL and other London colleges held mass meetings outside that there were clashes with the police.

The polytechnic obtained court orders to gain possession of Regent Street and another building occupied by students in Wells Street. The Wells Street occupation was brief, but on Wednesday the polytechnic

registry in Marylebone Road was in student hands.

About 200 students remained barricaded inside the Regent Street building to await bailiffs, but were expected to offer only passive resistance to eviction.

Dr Adamson said this week the £600,000 deficit could be contained within the two-year deadline given by ILEA by natural wastage and other means "which would hardly be noticed."

A major cause of the present deficit, he explained, was the ILEA's contention that the polytechnic was 19.5 non-academic staff over budget.

This overstaffing added up to a yearly cost of £230,000. There was a similar, although minor, disagreement between the authority and polytechnic over technician staffing.

Dr Adamson emphasized that the polytechnic's short course and inter-college service programmes were not in deficit nor in excess of conflict with the ILEA. Both brought in the polytechnic vastly more than cost, and a substantial part of any "profit" was passed on to ILEA.

Directors want more seats on body

The directors of polytechnics are seeking changes in the interim national body set up to control polytechnic and college funding.

The body will consist of a main committee of central and local government members and a second tier, which includes local authority officers, six Department of Education and Science officials and six institutional representatives.

Dr Ray Rickett, chairman of the Committee of Directors of Polytechnics, said this week that representation on the second tier was unbalanced. Given the heavy DES and local authority representation on the main committee, there should be more managerial and academic members at the second level.

The CDP was also unhappy that only two members would directly represent the polytechnics, although they now provided the bulk of public sector higher education, and was concerned about the lack of representatives from industry, commerce, teacher education and the professional bodies.

The Standing Conference of Regional Advisory Councils said this week that representatives from institutions should be included on the main committee to give it authority and credibility.

Delay on teacher training

The Government's advisory body on teacher training will defer giving advice on the long-term future of the system until March.

This follows a meeting of the Advisory Committee for the Supply and Education of Teachers last week at which the Department of Education and Science presented a new set of projections. These indicated that even if the whole of the current BED output was channelled into primary teaching, it would only meet 49 per cent of the anticipated needs of schools in the 1980s and 38 per cent in the 1990s.

The DES calculated that if the BED output was maintained at the current level of 5,500, about 4,000 PGCE trained primary teachers would be required at the lowest estimate to provide the required output. In the 1990s this figure could be

around 6,500 PGCE trained primary teachers.

The committee has asked the department to present a set of different options based on its projections. These will be considered and evaluated at two sub-committee meetings prior to the main meeting.

It is understood that the committee is not convinced that increased primary PGCE recruitment would be the only option.

The committee is concerned that if the teacher training output is cut by more than 10 per cent this would result in under-provision in certain regions. In a letter this week to Sir Keith Joseph, Secretary of State for Education and Science, Dr Clifford Butler, chairman of the committee, pointed out that failure to support in-service work would be inimical to qualitative improvement.

UGC split 'hides bogus cuts'

by Ngaito Crequer

Civil service trade unions have told Sir Keith Joseph, Secretary of State for Education, that the proposal to have off the University Grants Committee is a trick to disguise bogus staff cuts.

Sir Keith is studying a joint Department of Education and Science/UGC report recommending that the UGC be given a Royal Charter, so it can employ its own staff and fill senior posts with civil servants on secondment.

The unions have written to Sir Keith saying: "Quite incredibly, the merits or otherwise for divorcing the UGC from DES are not discussed at all (in the report) and the increased cost to public expenditure in glossed over as unimportant. It is clear that the working party was not concerned about the effects of this proposals on the UGC and its staff, nor on the public good, but were clutching at any straw to produce a formula for reducing, on paper at least, the manpower of DES."

They said they would take whatever action was necessary to prevent the fragmentation of the DES. Having off the UGC was a confidence trick, they said to disguise from the public the damaging effect of manpower cuts.

After pointing out that the UGC has been criticised for being biased in favour of those universities represented on the committee, they warn: "We see dangers in university staff seconded to the UGC either consciously or subconsciously being unable to give unbiased advice, whereas under the present set-up the civil servants who have no particular axe to grind are able to maintain the civil service tradition of impartiality."

The UGC has so far made no official comment on the working party report, although during the summer its chairman, Dr Edward Parkes, warned the Government that the way the UGC tendered advice and distributed money should not be upset by short-term tactical considerations.

The Government has been advised that if the proposal was accepted it would be possible to proceed quickly to obtain a Royal Charter.

London lecturers plan strike

Thousands of college lecturers are to join a half day strike against Government plans to curb local authority spending next week.

The campaign, by members of the National Association of Teachers in Further and Higher Education and other London trade unionists, has the full backing of the Inner London Education Authority.

Natlie members are to take part in a march from Lincoln's Inn Fields, and a river-boat protest from Greenwich and Putney to Westminster. Mr Neil Fletcher, chairman of ILEA's further and higher education committee, warned this week that London's five polytechnics were under a double threat from the spending curbs and from the overall cutback in spending.

Vcs prove feasibility of five years

continued from page one

in outline confirming that academic profiles, now being drawn up, would be discriminatory and could involve the phasing out of some departments and merging of others. Each academic department has been asked to prepare immediate plans for a 10 per cent loss of staff.

Manchester University is to issue a discussion document outlining options during the next fortnight.

In five days, 258 of the academic staff at Lancaster University (out of 450) signed a petition declaring firm opposition to any policy involving the compulsory redundancy of any employees. The Association of University Teachers has drawn up an

alternative strategy which includes redeployment, unpaid leave and covenants to the university.

Brunei's council this week agreed to send offers of voluntary redundancy to academic and non-academic staff. The letters do not refer to compulsory redundancy but if enough staff do not volunteer to go in the next few weeks then the council will be asked to approve compulsion.

Glasgow University is expected to release funds to enable its social sciences library to re-open for three evenings each week.

The Adam Smith library, used by more than 2,000 students, has cut its opening hours since last session because of a freeze on a post caused by cuts in the library service. Students have been holding evening work-ins in protest.

Alfred University senate has rejected compulsory redundancies as a means of saving, and has also stated that it refuses to accept that they will be inevitable.

The university court has not commented on the senate's stand but is to send out a questionnaire based on recent planning committee proposals, asking whether staff would be prepared to covenant part of their salaries or make interest-free loans to the university.

leader, back page

Patients bear brunt of clinical staff cut

by David Jobbins

The care of patients in hospital will be damaged by the university cuts, according to the British Medical Association.

The BMA warns that training of future doctors will also be damaged. It says that clinical academic staff spend a large part of their time looking after patients in National Health Service teaching hospitals and that if they go the clinical work will fall on the shoulders of NHS doctors who are already fully committed "with consequent risks to patient care and services."

Despite the cuts, strong Government pressure to increase the numbers of medical students will mean more students per member of staff and a loss of quality in teaching. Even the freezing of posts - a soft option in many other areas - will hit medical schools more quickly and will result in an immediate cut back in patient care, teaching and research.

Secretary of the BMA, Dr John Haward, has called for an early meeting with Sir Keith Joseph, Secretary of State for Education, to discuss

"grave and urgent problems" arising from the planned cuts.

"While the financial problems of redundancies of medical academic staff are grave, the consequences of academic destaffing of our medical schools are far-reaching and serious not only for medical education and research but for clinical care of NHS patients now being undertaken by the clinical academic staff in our teaching hospitals," he wrote to Sir Keith, a former secretary of state for social services.

Both the BMA and the British Veterinary Association pledged their support for last week's mass lobby of Parliament by campus unions. The Association of University Teachers calculates that 16,000 of its 34,000 members were there, with another 4,000 non-academic staff and students.

"According to the House of Commons authorities and the police the lobby was the biggest this year - and the largest since the abortion lobby several years ago," Mr John Akker, deputy general secretary of the AUT, said.

Plea on race relations: first teach your teachers

by Patricia Santinelli

Urgent changes needed in multicultural education can only be achieved by training teacher educators first, says the editor of a new book published this week.

Teaching in a Multicultural Society: The Task for Teacher Education, edited by Professor Maurice Craft of Nottingham University School of Education, comprises the proceedings of a seminar held at the university in April, and brings together for the first time papers which map existing provision and indicate future avenues for development.

Professor Craft says training the trainers is the most single important step that could be taken now to stimulate development in initial and in-service training and overcome the limited progress made in the last 20 years.

"Unless there is to be a more systematic and purposive approach to increasing multicultural expertise in the training system at large, change will continue to be slow, patchy and superficial," Professor

Craft says.

This view is confirmed in another paper by Mr Ivor Ambrose, HMI inspector with national responsibility in initial and in-service education for the teaching of pupils with special needs. He points out that in the most recent survey carried out by the inspectorate in 46 out of 69 public-sector institutions, there were only six cases of improving provision reported, while 12 were uncertain and 22 had little or no provision.

"It is clear that the topic does not attract strong support in the planning of new courses within some institutions," he says. "This is confirmed by the view expressed in 21 cases that the issues of a multicultural society were not immediately relevant."

One reason for lack of disparity of provision is the absence of a clearly acknowledged and commonly accepted view of what education in a multicultural society should consist of.

Teaching in a Multicultural Society: The Task for Teacher Education, The Falmer Press Monograph Series.

OU launches video show

Open University students will be issued with video cassettes to supplement television broadcasts for the first time next year.

The measure is being introduced to offset the loss of BBC2 transmission time in 1982. The OU's weekday evening slots have been cut back to only 25 minutes so that the channel can compete with other popular daytime programmes.

Instead more OU programmes will be screened early on Saturday and Sunday mornings, and there will be fewer repeats for courses.

The scheme has involved setting up a copying department on the

campus, buying large stocks of video tapes and hiring quantities of video recorders to install in study centres and regional offices.

Thirty-seven courses with less than 200 students and only one transmission time each are involved. The university will wait until the end of next year before it decides to extend it to more popular courses.

A similar scheme for audio cassettes of radio broadcasts has operated successfully for the past three years.

The launch coincides with news that OU programmes on BBC2 have regularly attracted up to half a million viewers.

Royal launch for Salford's promotion campaign

The Campaign for the Promotion of Salford University - CAMPUS - is being launched today by Prince Philip, the university's chancellor.

The campaign aims to urge close links between Salford and industry, commerce and the public service in response to the cuts imposed by the University Grants Committee last July.

Because of an encouraging response from more than 500 companies since CAMPUS was announced, the scheme has now been established as a trust.

Individuals and organizations will be encouraged to become members of CAMPUS. They will be eligible for a range of benefits in return for becoming actively involved in university life. Benefits include: the enterprise and venture fund for

academic research or for developing new education techniques; access to the university's best students enrolled in the Diploma in Engineering programme; a system of mid-career education, including eligibility to receive a new mobile education centre; an annual travelling summer school; regional seminars and an information service on vocational training in Europe.

Other plans still being developed include: international degrees, location of offices of local industries on the university campus, technology time-sharing, and integrated staff appointments.

"That list might suggest that the traffic of information will be all one way from the university outwards," said Professor Ashworth. "That is not so for, while the marketing of

Astronomers get satellite go-ahead

by Robin McKie
Science Correspondent

The go-ahead has finally been given for Britain to spend £57.5m to take part in the ambitious international satellite project, Rosat. At its meeting last week, the Science and Engineering Research Council relented on its previous decision to hold back cash for the X-ray satellite observatory, scheduled for launch in 1987.

The agreement by the SERC to provide money for the project will bring relief to the council's astronomy, space and radio board which had been unreprepared last month for the rejection of its proposal, which was described by its officials as an "outstanding and unique opportunity" in X-ray astronomy.

The council asked the board to provide more detailed costings of its proposal because it was concerned about its overcommitting its already stretched resources. The council had been particularly concerned that its financial flexibility would be curtailed at a time when it faces possible new Government cash cutbacks.

In a paper presented last week, the board argued that most of the cash for Rosat would come at a time when funds for other board commitments were less tightly committed. Even if the Government inflicted further cuts, SERC space scientists and astronomers would rather axe existing projects, including its balloon and rocket programmes, than lose Rosat.

The Rosat satellite, mainly a German project which would involve Britain in providing a wide-field, soft X-ray camera and ancillary devices, is considered crucial because it will gain their pre-eminence in the field, gained through their work on the UK Ariel satellites.

If approved, Rosat, which will be launched by the Space Shuttle, will involve researchers at Leicester and Imperial colleges, London, and the SERC's own Rutherford laboratory. The British part of the project will be coordinated at Leicester and will involve work on intensely energetic X-ray sources, including the possible detection of black holes.



Lord Hesketh tries an Ariel motorcycle for size after opening the Denise McCann workshop at the independent Chelsea College of Aeronautical and Automobile Engineering at Shoreham, Sussex. The college for 400 students has had a large investment in buildings and equipment this year with the establishment of new departments and courses.

Dundee offers second chance

Mature students with no formal educational qualifications will now fulfil Dundee University entrance requirements if they successfully complete a unique course run by the university's extra mural department.

The New Opportunities extra course, established in 1980 by Mr A. J. Cooke of the extramural department, involved one day or three evenings of study a week for three nine-week terms. The course attracted 37 people, 30 of whom were women.

The arts and social sciences faculty agreed to take course performance into account when participants with the necessary higher but who had used the course to update their qualifications, applied to the university.

The faculty board has now agreed to accept satisfactory completion of the course as an alternative form of entry qualification. Three handicapped students and five unemployed people are among the 40 participants presently enrolled.

"Most of our degree courses last four years," he said. "That's four years of penury and misery with an extra burden being put on parents. The grant is a right, not a luxury; your parents have paid increased tax for 20 years to allow you to go to university or college."

The public were shocked to hear the students' grant claim was 17.4 per cent but this meant an increase of less than £6 a week. The grant itself had gone down by more than seven per cent under the Tory Government.

It was now in many instances cheaper to put a young person in college than on the dole. It cost £4,600 to keep a 20 year old on the dole, while a grant was only £3,800. The difference was even greater for a married person with two children who would cost around £7,000 on the dole, but could claim a maximum grant of only £3,800.

"This is a major disincentive for people being made redundant to take further education," Mr Stewart said. "But people excluded from tertiary education do not evaporate. They become a burden on other areas of public service."

Mr Stewart said any Government changes in grants could lead to the breakdown of the entire awards system which operated only because of generous bank arrangements for students.

He called on the Scottish principals who today meet Mr William Wallace, undersecretary for higher education, to make a clear joint statement rejecting the proposed university cuts.

"The principals' lack of unity has been a major weak link in the campaign against the cuts, and there will be a great sense of betrayal if they fail to make a joint public statement on Friday," he said.

Grants cut threat to Scots

by Olga Wojtas
Scottish Correspondent

Scottish students could bear the brunt of Government plans to cut student grants, says the chairman of the Scottish National Union of Students.

Mr Neil Stewart told a meeting of the NUS Scottish council in Kilmory that no mandatory awards were made in Scotland, unlike English and Welsh local authority grants.

There had been talk of the Government imposing cash limits on the amount of money available for grants, but the Scottish education department had already effectively done this with postgraduate grants. It had begun operating a quota capping the number of grants by between 10 and 20 per cent.

"The SED has got a considerable amount of scope without any legislation being passed," Mr Stewart said. Delegates unanimously passed a motion condemning the quota system as unjust, and urging that all students qualified to go on to postgraduate studies should be awarded a grant.

There had also been indications that the Government was considering cutting the length of grant, and raising the parental contribution. This would prove a major deterrent to Scots entering higher education, Mr Stewart said.

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Rethink on CND for lecturers' union

by David Jobbins

New legal advice has brought the National Association of Teachers in Further and Higher Education closer than any other teacher union to affiliating to the Campaign for Nuclear Disarmament.

Natfhe leaders are to draw up a change in the rates to be considered at next year's conference in Newcastle which would remove barriers to affiliation to political organizations so long as they are not campaigning for Parliamentary representation.

The initiative behind the move has arisen from widespread dissatisfaction with Natfhe at the way a decision on CND affiliation was avoided at this year's conference following legal advice that it would conflict with the union's declared aims and objectives.

But new counsel's opinion considered by leaders this month has reversed the earlier view. It indicates that the union would be free from legal action by any of its members so long as it avoided direct support for or affiliation to an organization with Parliamentary ambitions.

The executive has been advised

that a special political fund would not be necessary so long as the rules were changed to permit the association to pursue political objects which do not conflict with the 1913 Trade Union Act.

There was no opposition at the executive meeting which considered the move. Affiliation would cost Natfhe £25 a year. It would join 15 trade unions which had decided to affiliate at national level - and a further 200 local branches who have taken their own decisions.

A CND spokesman said that there was no question of the campaign's objectives being party-political.

Natfhe is already affiliated to a number of organizations whose aims and objects are generally in line with its own. They include the National Abortion Campaign, the Campaign against Racialism, the Campaign against Bureaucracy, and the Anti-Nazi League.

Natfhe spends nearly £41,000 on affiliation fees. Most (£27,164 in 1981) goes to the TUC, and nearly £11,000 to the World Confederation of Organizations of the Teaching Profession.

Socialists campaign to break binary divide

by Brian Morton

Socialist academics, technical staff and students called for a radical reorganisation of higher education at a meeting at Aston University last week.

There was a desperate need for a policy and a body that would span the whole range of education rather than sections of it, argued speakers at a newly-formed Campaign for Higher Education's first conference.

Despite the lack of publicity, nearly 50 people took part in the conference which was intended to help shape a coherent socialist alternative to current education policy and to coordinate defensive action against Government cuts.

Chairman Michael Rustin of North East London Polytechnic, though clearly disappointed by a low attendance, was pleased with the wide range of interest in an alternative strategy.

Labour spokesman for higher education Philip Whitehead MP said he could see no end to the Government's policy of control and restructuring. The public sector could not escape the recent agonies of the universities.

Sir Keith Joseph's conception of a "leaner and tighter" education system was a dangerous myth imported entire from a deflationary Treasury.

Mr Andrew Fearnham, vice-

president (education) of the National Union of Students, said the lack of a unified strategy had already damaged intellectual standards and all but destroyed the credibility of academics. Universities and higher education had been too inward-looking and successive governments had encouraged a self-absorption which had undermined the public's willingness to recognize the value of educational opportunity and development.

Mr Eric Robinson of Bradford College said it was the very concept of higher education which had prevented the Labour Party from formulating a consistent and coherent policy which linked educational opportunity to social, moral and economic needs.

Professor Steven Rose, of Open University called for a fundamental reassessment of research requirements and public accountability in line with socialist principles.

After afternoon discussions on policy alternatives and a means of bridging the binary divide, it was agreed to set up a fully-fledged membership organization and a steering committee under the general chairmanship of Michael Rustin.

The committee's deliberations would then be presented to an enlarged membership at a second conference to be convened in April to discuss specific strategies and in particular the possibility of a one-day general strike.

State schools beat rivals

Forty-five per cent of Cambridge's new students this year came from state schools compared with 29 per cent from the independent sector.

But candidates from independent schools stood more chance of success. Of a total of 3,552 applications from pupils at maintained schools, 1,186 were accepted compared with 1,837 applications from the independent schools 854 of whom got places.

Nearly twice as many men as women applied this year and women accounted for 31 per cent of successful candidates compared with 13 per cent in 1971.

The trend of offering places to candidates before they sat their A levels continued to grow. This year nearly 43 per cent of successful applicants got places as a result of conditional offers and did not have to take the special entrance exams.

Nineteen per cent of successful applicants came from direct grant schools. Of 2,548 applications for arts subjects, 1094 candidates were successful, while 383 out of 996 social science candidates got places and 2,928 candidates of 7,567 were admitted to science and technology courses.

Student boom stretches library resources

A major reassessment of the role of the British Library of Political and Economic Science is likely because a vast increase in student numbers is stretching its services, says its annual report published this week.

The library, based at the London School of Economics met a 17 per cent increase in student numbers during 1980/81 only through considerable effort and at some inconvenience to users, says the report.

any further reduction in the real level of library funding could be accommodated without a corresponding reduction in the level of activity, including public services. This may result in a complete assessment of the library's aims," it says.

The main burden fell upon the teaching collection. Some 6,360 volumes were withdrawn during 1980/81 compared with 236 in 1979/80. The increase was apparently due to a change in teaching methods.



An instrument for analysing the faint light from stars, to be used at the Northern Hemisphere Observatory at La Palma in the Canary Islands, has just been completed at St Andrew University. The £20,000 spectrograph was commissioned by the Science and Engineering Research Council and manufactured at the university observatory workshop. It will be used to study the motion of stars and determine their size and chemical composition.

Cambridge urged to experiment

by Robin McKie
Science Correspondent

A major new approach to the education and training of doctors should be launched at Cambridge University as a first move to meeting national criticisms about medical education. This proposal was put forward last week by medical education researcher Mr Richard Wakeford in a speech to the medical faculty at Cambridge.

He believed the university was "uniquely placed" to experiment with alternative courses, which were required to counter traditional, complex approaches at medical schools. There were three major drawbacks to current medical education: the lack of variety available to students; the educational limitations of teaching hospitals; and the fact that many criticisms of doctors' education had still not been met.

Most differences between schools were the effects of "curricular cosmetics" while teaching hospitals were filled with patients with uncommon conditions and where small armies of doctors and medical students chased a few "interesting" patients who were guarded by battalions of nurses.

As for common criticisms of medical education, one of those most frequently voiced concerned the selection of students principally on the basis of past academic performance. Although many argued this was closely linked with subsequent academic performance, Mr Wakeford said he had found that on checking the 1960 results for preclinical exams at Cambridge, the opposite appeared true.

Although those who did well in preclinical classes did well in their fields, they did not achieve consultant posts later. But among those who did badly, several were later found to have got predictive validity - perhaps they were forgiven for thinking that this is Mad Hatter country.

Mr Wakeford suggested that an alternative course be organized at Cambridge, to run parallel to existing medical education. This would teach a wider range of basic skills, concentrate on the health care needs of people, involve all available education resources, including television recordings, and place special emphasis on group study.

Such a course would then allow medical education to remain responsive to the society which support it, Mr Wakeford added.

Researchers 'must forge links'

by Ngaio Crequer

Greater interaction between university research and the needs of industry, more attention to university influence on schools, and a stronger direct role in industry were themes identified last week by Mr Patrick Jenkin, Secretary of State for Industry.

Mr Jenkin, who was speaking at a one-day conference organized by the Committee of Vice Chancellors and Principals on universities and industry said that of the £180m per year spent by his department on research, only £2m went to the university.

"Industry could do much more to commission research from the universities and universities could do more to find out what research industry actually wants done. It is to the new industries that the universities should be looking for the inspiration, for research contracts and for business links."

He said that universities also had a profound influence on what happened in schools, through the qualifications they required, the develop-

ment of syllabi and the subjects they set for examinations. Young people should be encouraged to develop the spirit of innovation and practical problem-solving.

He said that universities could also play a more direct role in meeting the needs of industry and he singled out for praise the engineering masters course at Bath which had close connections with OGC.

There was no doubt of industry's need for more technicians and engineers. A technological understanding was increasingly important whether or not graduates actually worked in industry.

Sir Raymond Pennock, president of the Confederation of British Industry said there was an urgent need to create and implement a national policy for higher education to meet the changing conditions of the 1980s and 1990s.

"Every effort should be made to correct the misleading impression that the University Grants Committee has launched an attack on technological universities and sandwich courses."

MSC puts on course for managers

Unemployed teachers, university lecturers, ex-RAF officers, and industrial managers got together at Oxford Polytechnic last week to attempt to solve their career problems.

It was the first meeting of the Jobs and Career Change Programme, for out-of-work managers and executives which is to be held each Wednesday

at Oxford Polytechnic. The Buckinghamshire and Slough colleges of higher education are also running the courses.

The programme is financed by the Manpower Services Commission and publicized through the Professional and Executive Register at Job Centres.

THIS THE TIMES HEALTH SUPPLEMENT

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North American news

MIT gets millionaire's money

from Peter David

WASHINGTON Academic staff at the Massachusetts Institute of Technology voted last week in favour of a controversial proposal to link the university with an independent research institute to be created by 62-year-old multimillionaire Edwin Whitehead.

In their third meeting on the issue, MIT staff voted by more than five to one in favour of accepting a deal in which the proposed Whitehead Institute's staff would become full academic members of the university, although the institute would remain formally independent.

The vote means that MIT's trustees are likely to give the proposal their blessing in December despite the vigorous objections of many staff who believe that a bond between the institute and the university would jeopardize MIT's academic independence.

Supporters of the link have argued that the university would benefit from association with what is bound to be a lavishly-equipped biomedical research institute whose staff will be required to assist in the university's teaching programmes.

The arrangement would enable MIT students to use Whitehead facilities. In addition, part of the agreement stipulates that MIT would receive a gift of \$7.5m from the institute's founder, Mr Whitehead to use for its own purposes.

Under the scheme, Mr Whitehead, chairman of the Technicon Corpora-



Dr David Baltimore: supporter.

tion, would build the \$20m Institute for Biomedical research, supported by a \$60m trust fund and, eventually, an outright bequest of \$100m.

Opponents of the scheme argued that the link would result in the appointment of a large group of staff with divided loyalties, able to influence the policy of MIT's biology department without MIT having equal influence over the institute.

Professor Anthony French, who opposed the link said his fears were based on two issues: the Whitehead Institute would be controlled by a board on which MIT would be a minority voice, and the dozen or so

staff given joint membership of the institute and the university would be in an ambiguous role.

We believe this arrangement could lead to two classes of faculty citizenship," he said. The Whitehead staff would be in a favoured position with access to the Whitehead facilities and probably less responsibility for elementary teaching.

Most of the impetus for the link between the university and the institute has come from Dr David Baltimore, a microbiology professor at MIT selected by Mr Whitehead as the director-designate of the proposed institute.

Dr Baltimore, a Nobel laureate in medicine, believes that the high quality of American science depends on the intermingling of teaching and research, and he devised the idea of a faculty affiliation agreement with MIT.

Mr Whitehead himself is understood to be less keen on the link. Asked last week why he had not simply bequeathed the funds to MIT, he replied: "If I wanted to give money to a university, I would do so."

His plans have already been modified to make them acceptable to the university's staff. He has agreed that the University would be involved in selecting half of the institute's trustees, and that the institute would adopt the university's policy on patents, under which commercial firms are licensed to use MIT research results on a non-exclusive basis.



Radio calls in the law

America's law schools are to launch a national radio advertising campaign designed to entice more black and other minority students into the legal profession.

At a press conference last week Professor Walter Raushenbush, president of the Law School Admission Council, said there were still too few law students from ethnic minorities.

"We want to make it known more widely that the doors of this country's law schools are open to minority people. We have worked hard to make that clear in the past. In future we will redouble the effort to get the word out," he said.

Recruitment of minorities into America's law schools rose rapidly between 1969 and 1976, but progress since then has been slow, according to figures compiled by the council.

Between 1969 and 1976 ethnic enrolment rose from 2,933 students to 9,524. Since 1976, however, the numbers have increased by only 1,050. In the case of black students the number of first year recruits rose by only 16 over the last four years.

"We urgently need to get off this plateau. We have been working hard to attract minorities but now we have to work harder," said Marilyn A. Worth, professor of law at the University of Kansas.

In the radio campaign planned by the council, prominent American minority groups will stress that there are too few black, Hispanic and Asian lawyers to serve America's ethnically diverse society.

Giants fight the little people

The elite research universities in the United States are marshalling their forces to oppose legislation which would compel government departments to spend a fixed proportion of their research funds on projects run by small businesses.

Universities, spearheaded by the exclusive 50-member Association of American Universities, fear that the measure will reduce the already depleted stock of federal money devoted to university research.

A bill introduced by Senator Warren Rudman and approved by the senate committee on small businesses would require government departments with research budgets of more than \$100m a year to allocate 1 per cent of their outside research contracts to projects run by small businesses.

A matching bill supported in the House of Representatives by Representative John LaFalce would result in a bigger slice of research funding - 3 per cent of every department's

Overseas news

Senate throws out fee plans

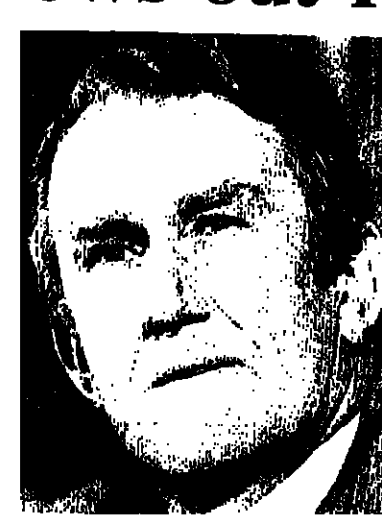
from Geoff Maslen

MELBOURNE The Australian government has been forced to back down on its controversial proposal to reintroduce tertiary fees for students taking second and higher degrees. The decision comes after the government's defeat in the senate, which eliminated part of the proposed legislation relating to the reintroduction of fees.

The opposition Labour Party, a small group of Democrats and an independent senator joined forces to defeat the reintroduction of fees. Tertiary institutions and student and academic groups campaigned vigorously to stop the move which they said would jeopardize the country's research.

The back-tracking will cost the government, AS\$4m this financial year, AS\$1m in the first full year, and up to AS\$2m in potential revenue when the changes would have been fully operating.

The cabinet decided it was not politically or practically possible to try to hold out over the disputed sections of the Bill because, unless the Democrats gave in, AS\$1,800m in funding for tertiary institutions would have been delayed from January 1. The Bill, minus the fees section, was then passed by both houses.



Mr Fraser: government defeated.

However, the government also decided to rush a new Bill through the House of Representatives which could eventually provide grounds for a double dissolution of parliament. The government gaged debate to force through the Bill which would allow for the limited reintroduction of fees at universities, colleges of advanced education and technical and further education.

This Bill, like its forerunner, was also rejected by the senate and is

now likely to be brought forward again by the government in three months time. If the senate again rejects the proposal, the government will have the first of its pieces of legislation which would constitute grounds for the calling of a double dissolution.

The prime minister, Mr Fraser, has indicated that he is keen to get double dissolution legislation on the books and he suggested that this would put "some discipline" over the senate. Under the Australian constitution, a government can ask the governor-general to dissolve both houses of Parliament if a hostile senate continues to refuse to pass legislation the government considers essential.

But the opposition and democratic senators have shown no contrition in the face of the prime minister's threat. "We are not the slightest bit perplexed by that proposition," the opposition spokesman of education, Mr Dawkins said. "The government is not going to want to fight an election on this particular issue."

That is probably true, given the Fraser government's popularity with the electorate at the moment. Meanwhile, while the politicians bicker, Australian postgraduate students can look forward to an easier financial year in 1982.

Never stop learning says Unesco chief

from Guy Neave

PARIS Wide-ranging changes are foreseen in a report presented last week to the minister of education by M Jean Louis Quermonne. Among the recommendations is the suggestion that in future the academic profession be divided into professors and lecturers.

It calls for a reappraisal of the myriad salary scales, conditions of work and hours to be taught.

Among other proposals, which have not found favour with the various higher education teachers' unions, is the idea that all teaching staff should have the same number of class contact hours - 150 per year spread over at least 30 weeks. Since full professors must officially teach only three hours per week, this has not been greeted with wild acclaim.

The report notes vast disparities in the staff student ratio between various disciplines. This ranges from 1:55 in law, 1:38 in the humanities down to 1:11 in the sciences.

Mr Quermonne, a former education minister, calls for a medium term plan for recruitment to the academic profession. If new blood is to continue to flow in, he notes, 1000 supernumary appointments will have to be made each year if blocked promotions and an aging academic profession are to be avoided.

Though the question of early retirement has not officially been raised, the report hints that university professors should have their retirement age, at present 68, reduced.

Report calls for streamlined, two-tier academic structure

from Guy Neave

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The rush hours

Lecturers at the University of California spend more than 62 hours a week at work or on other university-related activities, according to a report.

A survey of 1,023 lecturers at the university found that the average staff member spent nearly 29 hours a week teaching, or examining students. Another 11 hours a week were spent in course preparation and over four hours on marking papers or reading dissertations.

Time-records claimed that 23 hours a week were spent on research and "creative" activities, six hours on university service, and five on public service.

Israelis teach lockout students

from Benny Morris

JERUSALEM A group of Hebrew University academics plans to begin teaching students of the West Bank's Bir Zeit University, which was ordered closed until January 4 by the military government after demonstrations on and around the Arab campus.

The decision to help Bir Zeit's 2,000 students make up some of the material they will lose because of a lockdown, was taken this week at a meeting of about 100 lecturers and professors. It was the same forum which last December set up the committee that recently published a report critical of the military government's treatment of academic institutions in the occupied territories.

The teaching arrangement which will take place in private homes and in halls in the town of Bir Zeit and in nearby Ramallah, are about to be finalized, said HU physicist Prof. Daniel Amit. The Israelis have had to overcome the problem posed by

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Reagan's resolve to 'roll back' big government wavers

President Reagan last week postponed a decision on how to fulfil his campaign pledge to dismantle the federal Education Department set up in 1979 by former President Carter.

In a speech last month the president promised to close the department as soon as possible both to save money and ensure that "local needs and preferences rather than the wishes of Washington determine the education of our children".

A flurry of meetings since has failed to agree on exactly what to do with the many programmes administered by the doomed department. Turn between rival schemes for closing the department, the president has ordered his advisors to discover which approach will find an easier passage through Congress.

One approach, favoured by the Education Secretary, Mr Terrell Bell, and by members of Congress, who had welcomed the creation of the department in the first place, is to

keep most of the federal education programmes intact in a foundation or agency stripped of its cabinet status.

The other, supported by Republicans who believe the president should be ruthless in rolling back "big government", is to cannibalize the Education Department and disperse its severed limbs among the remaining ministries.

At a meeting last week between the president and his cabinet council on human resources, the pendulum appeared to have swung closer towards the Bell option of keeping together education programmes.

A leaked cabinet memorandum argued in favour of the foundation solution because it would incite less political hostility than dispersal and cause less administrative disruption.

President Reagan's failure to reach an immediate decision after last week's meeting is being attributed by education lobbyists in Washington to fear that endorsement of the foundation option will be seen as a retreat from his pledge to close the department, and could land him in as much political trouble as a decision for dispersal.

The administration's embarrassment could also be aggravated by the fact that a foundation of the sort envisaged by Mr Bell would be sending almost as much money in 1982 as the existing Education Department - \$10,750m instead of \$12,360m according to the leaked memorandum.

Meanwhile, the president's room for manoeuvre is becoming narrower as defenders and detractors of the Education Department take up positions for the inevitable congressional conflict.

Many of the president's staunchest supporters would regard a large education foundation as a Trojan Horse through which a future administration might reassert the federal role in education policy.

Senator Dan Quayle of Indiana, a supporter of the "new federalism" advocated by the Reagan administration, has already tabled a private bill which would dismember the department.

Senator Orrin Hatch of Utah, another supporter of the "new federalism", has also introduced a bill to abolish the Education Department.

Senator Alfonse D'Amato of New York, a moderate Republican, has introduced a bill to transfer the Education Department to the Department of the Interior.

Senator Robert Dole of Kansas, a conservative Republican, has introduced a bill to transfer the Education Department to the Department of Education.

Senator Jesse Helms of North Carolina, a conservative Republican, has introduced a bill to transfer the Education Department to the Department of Education.

Senator Frank Lautenberg of New Jersey, a moderate Democrat, has introduced a bill to transfer the Education Department to the Department of Education.

Senator Charles McNamara of California, a conservative Republican, has introduced a bill to transfer the Education Department to the Department of Education.

Senator Mike Mansfield of Montana, a moderate Democrat, has introduced a bill to transfer the Education Department to the Department of Education.

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Senator Tim Wirth of Colorado, a moderate Democrat, has introduced a bill to transfer the Education Department to the Department of Education.

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Charlotte Barry explores the nationwide response of adult education to the jobless and, below, reports on one project in Wales

Study doors begin to open for the jobless class of '81

Last January about 150 unemployed workers crowded into a meeting in Hull to tell the university's adult education department what sort of courses they would like.

The meeting was organized by the department's industrial studies unit, which until then had concentrated exclusively on providing education for employed trade unionists. It resulted in the formation of the Hull Unemployed Workers' Project, consisting of representatives from the trades council, trade unions, the Hull Unemployed Workers' Union, the Industrial Studies Unit and the Workers' Educational Association.

Courses set up at the beginning were tailored specifically to immediate needs. Two on welfare rights were taught by staff in the social administration department; others were on representing the unemployed, economic and political reasons for high unemployment and legal rights for young unemployed people.

The Hull project is not unique in adult education. In the past year similar schemes have been set up all over the country to tackle the immediate and long term needs of the unemployed. The Advisory Council for Adult and Continuing Education has been instructed to gauge the extent of this provision and will be reporting to Education Secretary Sir Keith Joseph next year.

The most immediate challenge is deciding how adult and continuing education can best help the unemployed. It seems futile simply trying to fill the endless leisure time with an extended daytime version of evening classes. A more productive approach is to help retrain people - but for what? Most difficult of all, many unemployed have no idea what they want from adult education, and somehow they must be helped to find out.

Another problem is recognizing both the unity and diversity of the unemployed. Black people, married women returning to paid work, school leavers, unskilled workers and redundant executives all have different expectations and educational backgrounds.

Some education institutions and centres have made facilities available free of charge and then left organiza-

tion up to the jobless. At Richmond Adult College a classroom is made available once a week for the unemployed self-help group. Group members pool skills, share problems and have access to the common room and canteen, secretarial and photocopying facilities, reduced fees for classes and the opportunity to drop in on open workshops organized by the art and drama departments.

Central London Polytechnic's school of management studies has made a room available every week-

day for managers and professionals who are on the professional employment register.

At Bradford College more than 100 unemployed people ranging from a trawlerman to a forklift driver turned up at the first practical skills day. Aimed at those who had not been to an adult education class before, it allowed them to try their hand at yoga, pottery, woodwork and home repairs, typing and upholstery, as well as gardening, sewing, painting and cooking.

The Workers' Educational Association has been particularly active in providing opportunities for the unemployed. It has unemployed centres in Newcastle, Pontypool and the Medway towns. In Bristol, with the help of a grant from the Adult Literacy and Basic Skills Unit, the association has set up a "second chance to learn" project in the Hartcliffe and St Paul's

areas. This helps people to assess the education and training opportunities open to them.

Adult education has also been helping unemployed get away from traditional patterns of employment. The National Extension College has produced a course to help people into the practicalities of setting up a small business. It has also published "The Unemployment Handbook". Community education projects have put on courses on how to set up co-operatives or skill exchange schemes.

One major drawback to attracting the unemployed into adult education is because they are never sure when they might find another job. Unemployed people who want to attend a full-time college course that does not attract a mandatory grant experience special difficulties.

Provided they have been unemployed for more than a year they can continue claiming supplementary benefit while attending courses lasting no longer than three days or 20 hours a week. But if a suitable job comes up, they must abandon the course.

This has been overcome to a limited extent in Sheffield where redundant steelworkers have been provided with grants from the European coal and steel community fund to attend the course of their choice in further education colleges.

teenage son is among the poolplayers on the other side of the room. In the last six months Mr Amesbury has applied unsuccessfully for eight jobs, but would be quite happy to remain unemployed as long as the boy found work.

"This coop would be a good thing if it gets going, but I have got to be honest and say that if somebody came along with a job starting on Monday I would take it," he says.

The people on these courses represent only the tip of the iceberg. By far the most successful education service available in the centre is the benefit advice service run by ex-bricklayer Steve Smith who spent most of his day lying in bed until getting this job.

Sessions are run in working men's clubs and community centres up and down the valley as well as in the centre itself to help people avoid paying the high bus fares. Questions from those seeking help people reveal appalling ignorance of the unemployment and supplementary benefit system, particularly rent and rate rebates, sickness and invalidity benefit, which many don't bother to claim. Benefit education has been extended to the point where the centre is training recipients to give advice themselves.

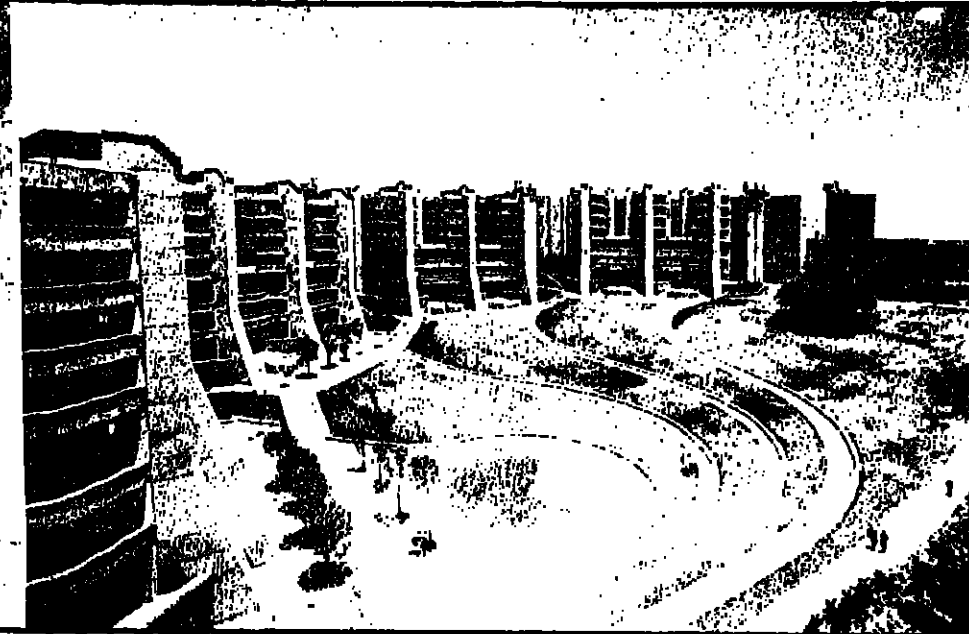
Another of the workers, an ex-WEA art tutor also called Steve Smith, has been taken on with help from the TUC and the Adult Literacy and Basic Skills Unit. As well as providing traditional literacy and numeracy teaching, he has been helping people to read and understand leaflets, fill in forms and write job applications. If it can find the money, the centre intends to buy a small computer, programmed to explain the benefit system and teach a new "basic skill" appropriate to the age of the microchip.

Lack of resources means that the work of the centre remains limited. Nevertheless, Brian Maurice believes it is providing the kind of education that can be found in traditional adult education centres like the Pontypool educational settlement which was built by unemployed workers in the 1930s. "We are providing the sort of democratic education which working people want. No class is exclusive - anyone can walk in off the street and take part if they want and walk out again if they don't," he says.

A major part of the centre's role he sees as building up confidence and encouraging people to feel they can do things they always assumed were impossible. "On the TUC co-operative course people began without the confidence to do anything. They needed doing along while they had been doing it for a while. They became much more sure of themselves." The primary purpose of the centre is to provide opportunity rather than charity.



The modern campus of Rand Afrikaans University (right) stands in stark contrast to the choice children in the homelands have of higher education.



Out of sight, out of mind

Craig Charney talks to South Africa's minister of education Dr Gerrit Viljoen (right) on the black call for racial equality



By most standards, Dr Gerrit Viljoen, South Africa's minister of education (white) education, is a super-Afrikaner.

Until last year, he was chairman of the so-called "League of Super-Afrikaners", the Broederbond, which unites Afrikanerdom's leading businessmen, politicians, educators, and clergymen. Before taking up his current post, he served as the founding rector of Johannesburg's Rand Afrikaans University and the administrator general of Namibia.

A dissident and political theorist by training, Dr Viljoen confronts a set of difficult issues in higher education policy: how to reform a racially segregated university system, and how to cope with an expected rapid increase in the numbers of students eligible for university. He is mulling over a report recommending major innovations, the De Lange report, laid before parliament last month.

Dr Viljoen is seen as one of the few enlightened members of the South African cabinet, and a possible future prime minister, but he is as liberal as the interview shows:

The acceptance of large parts of the De Lange report by the government, some to mark the burial of the 1950s "apartheid" philosophy that blacks were to be educated chiefly to be skilled labourers. Could you elaborate on the changes in outlook? "More than 20 years are on the drawing boards for the next year or two. Another point one could make is that there were no restrictions on the academic disciplines covered at the university level of training for blacks. So in fact, practice has shown that there is no limit on the possibilities for blacks. If the government is serious in its commitment to equal opportunity, why did it reject the De Lange commission's call to drop the racial bias on admissions at the so-called white universities?"

One must be very careful in interpreting the preliminary white paper of the government. It has been viciously distorted by the media.

These were removed as a result of the Wiehahn report and the consequent legislation.

In the last three or five years, there has been a considerable expansion in the provision of technical education. At this very moment, there are 16 new technical colleges in the process of being established, and more than 20 are on the drawing boards for the next year or two.

Moreover, there was a recent report from the national manpower commission dealing with high-level manpower. In the white paper on that report, the government reaffirmed its position that tertiary educational institutions should retain in principle their community orientation, but that the government is willing to reconsider present procedures for admitting people from other communities to universities or technical schools.

The manpower white paper was regarded as stating that the government would consider changing the permit system, not abolishing it outright. A similar interpretation has been given to the statement in the white paper

on the De Lange report, which says that no change is contemplated in the present system of having permit requirements.

That's not true. There's no reference whatsoever in the white paper on the De Lange report to the permit system. What the government had to say it had already said in the white paper on manpower.

In 1979, the white universities spent an average of £1,600 per student, African universities about £1,300 and the Indian university at Durban-Westville approximately £800 per student. Can this be called equality of opportunity? Expenditure at medical faculties, for instance, is very high on a per student basis. None of the non-white universities have a medical faculty. They have a separate one, Medunsa. Likewise, engineering faculties are expensive, and none of the non-white universities have a faculty of engineering.

To answer these questions properly you would have to analyse the statistics. I am convinced that the quality of services, analysed subject by subject, provided to black students is not inferior.

But if you look at the trends in spending, you find that after the initial period of capital expansion, spending at African universities rose just 19 per cent from 1976 to 1979. While that at white universities rose 48 per cent over the same period. Doesn't this mean the gaps are widening?

You would have to analyse which disciplines have received the increases, where there have been increases in student numbers. My impression is that there was not a discriminatory underspending in the past.

For one thing, the preliminary white paper makes no recommendations whatsoever in regard to the recommendations about changes in the admissions policy to tertiary education. This is a matter which, along with hundreds of other recommendations in the report, is still under consideration.

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You must also remember that there is relatively much less research activity at the black universities, much as was the case with the Afrikaner universities 25 years ago. It is natural for a community first to begin with undergraduates, then establish a postgraduate share.

I would strongly advocate a rationalized planning system, to avoid postgraduate duplication. The government accepts that students should have free choice at the postgraduate level. The permit system is being strongly reconsidered on this point.

The government is setting up new black universities in The Venda and Qwa Qwa homelands. Since white universities like the University of the Witwatersrand say they could handle as many students far cheaper, aren't the new universities a waste of scarce funds?

Each national and each independent state sees in a university a symbol of its independence. That makes it a very strong ambition.

In terms of overall planning, this is a very sensitive area. We must take care not to frustrate the ambitions of the national states, while rationalizing the overall university system so that our economic means are not overtaxed.

Isn't founding new small universities less cost-efficient than expanding existing ones?

So far it has been proved, that if it hadn't been for the differentiated university system, only a very small elite of blacks would have had training opportunities, however wide the doors of the white universities were open.

Even if we opened all the universities, this would not provide sufficient opportunities for all the blacks in a rapidly growing population of school leavers. We would have to provide more facilities, in line with our economic and manpower resources.

Welsh pool of advice

By a strange quirk of fate, the Pontypool centre for the unemployed is housed in the former working men's club. At lunchtime the scruffy corner building is packed out with a mixture of youths and older men and women. The atmosphere is a combination of frenzied activity and resignation.

Downstairs in the drop-in centre youths aged 16-20, accompanied by a handful of girls, are hanging about watching television, playing pool and table tennis. There is a small queue at the snack bar counter.

Upstairs, the creative writing group is winding up its twice weekly session. Across the large bare room, with windows on two sides overlooking the housing estates across the valley, the co-operatives course is about to take its midday break.

The Pontypool centre was set up at the beginning of this year by the local branch of the Workers' Educational Association aided by Torfaen Borough Council. Its aim is to provide education and advice, particularly about the benefit system, to unemployed people of all ages.

The borough covers a narrow South Wales valley 15 miles long and only three miles wide spanning the River Torfaen. At the head of the valley in the north is the traditional mining town of Blaenavon which has a high population of elderly women. In the centre is Pontypool, a market town which grew up round tin works, forges and vast railway sidings in the middle of the last century. At the neck of the valley is the new town of Cwmbran, a vast sprawl of houses and small factories administered by a development corporation.

In the last two years unemployment in the borough has risen to an official 15 per cent. In 1978, 150 steelworks closed. ICI Pites began to lay people off and isolated pits and factory closures began to take effect. The idea for the centre came from local people who felt that not enough was being done to provide daytime educational opportunities for the out-of-work. They formed a Pontypool branch of the WEA and gained the support of the chairman of the borough council's leisure and recreation committee who was becoming increasingly concerned about the growing dereliction of parts of the town.

At one end of the High Street, in a once thriving area of Pontypool dominated by a coal yard and railway sidings, the former working men's club was threatened by devolution. The club had moved to better prem-



Steelworks closures threw many out of work. Insets - youngsters at Pontypool's centre for the unemployed

ises across the street, and the building was empty except for evening brass band practices and meetings of the pigeon fanciers' club.

The centre was opened in January by volunteers after the building was handed over to the WEA by the borough with a grant of £10,000. The August the Manpower Services Commission provided the means to employ five full-time members of staff for one year, headed by a projects organizer and assistant manager.

The organizer, Brian Maurice, is a native of Pontypool, a Gwent county who had a recent spell of unemployment after being forced to leave his job in the Far East. Although the WEA is not traditionally associated with youth groups, he runs the scheme as a drop-in centre for working class youngsters as well as providing informal education in the WEA tradition.

The ground floor of the centre is dominated by pools and more conservatively-dressed teenagers who use it as a meeting place because they have nowhere else to go. Mr Maurice draws the parallel with a university or college common room,

sees this as an important part of their development and has a policy of letting them get on with it. "The kids will stop coming the moment we try to organize them," he says pragmatically.

A class on how to use Citizen Band radio has generated a tremendous amount of interest and is organized mainly by the young people themselves who already refer to the jargon to Pontypool's ugly housing estates as Chinatown, Cardboard City and Legoland. Some took part in a course studying the population of the area and moved on to manufacturing T-shirts with slogans attacking unemployment.

Simultaneously the centre is developing a number of courses, mainly for unemployed adults. These include the creative writing group, literacy, and numeracy teaching, French and Spanish, English tuition for the town's five Vietnamese families, and the TUC-sponsored course on how to set up a co-operative.

The coop course involves half a dozen men ranging from early twenties to late fifties who are considering how to gear it to the tourist industry. One idea is to make repli-

cas of miners' lamps to sell in the museum opening next Easter at one of the closed pits in Blaenavon.

Gordon Elliott, a 57-year-old fitter and turner who was made redundant for the third time a year ago believes a co-operative could provide work for at least 12 months.

The youngest member of the group, Steve Shipsey, has been out of work for two years and before that had a variety of temporary labouring jobs. He has had problems with the benefit office which has threatened to cut off his payments unless he made a more determined effort to find work. "If this co-operative doesn't get off the ground even only for a year I'll probably be unemployed," he says. He has not considered trying to get into a further education college. "I've never really been able to learn anything in the schoolroom - I can't concentrate in that kind of atmosphere somehow."

A third member, Glyn Amesbury, came out of the pits into the Ebbw Vale steel industry because of his bad chest and was made redundant three years ago. His unemployed,

The Devolution Acts were served up like a day's breakfast. Let's face it everyone knows that even if they had gone through they would have been pretty much unworkable."

That rather blunt view, expressed at a private conference of academics and policymakers on devolution held this month in London illustrates why the Social Science Research Council is taking such a keen interest in the subject.

The conference was sponsored by the SSRC to see how much devolution has got going for itself as a major research topic for social scientists.

It was "private" because civil servants and leading academics were invited to "bounce" their ideas off each other freely, a format increasingly favoured by the SSRC as a way of stimulating academic research to areas of interest to policymakers.

The select band of about 30 inevitably brought a keen response from the "other" kingdoms, including civil servants from the Scottish, Welsh, and Northern Ireland offices.

There was a representative from the Department of Industry, a former senior official from the Department of the Environment but also from the Treasury, nor anyone from local government, too busy defending the position as someone put it.

The SSRC's interest in devolution dates back to a visit officers made to the Scottish Office a couple of years ago when civil servants suggested the need for a body of re-

Devolution punditry

search on devolution "so that next time round the public debate would be more informed".

The SSRC set up a working party under Professor Jack Hayward of the department of politics at Hull University in the summer of 1980 to report on devolution. It commissioned seven papers including ones on the social, economic, administrative and territorial aspects of the subject.

The working party expects to compile a report on the feasibility of a programme of research to put before the SSRC's research board by next February.

What then are the prospects for devolution? There was fairly strong agreement that devolution was likely to return to the political agenda in the 1980s. Five out of the six mainland parties represented in the House of Commons are officially committed to some form of devolution.

Only the Conservative Party is not, although it is possible that political pressures as occurred between 1968 and 1975 could make it change their mind.

There is great interest in Europe in devolution - in Belgium, Norway, Spain with its Basques and Catalans, and now in France, traditionally centralist, with the arrival of President Mitterrand.

One reason for devolution movements is

central government failure to deliver the goods, which has led people to look to local government to do better.

There are three main arguments in favour of devolution: the democratic argument, involving more people in decision-making; the efficiency argument, allowing local areas to administer themselves; and the decentralization argument, allowing those on the ground to say what they need.

The other line, the Jacobin line, is to debunk this "mysterious alchemy which will unleash forces to put wrongs right", as one academic put it. Well aired in the SSRC conference's lively opening session, it suggests the real problems are of "modernization taking place in a context of centralization".

It goes on to suggest that there are critical differences between devolution and deconcentration, with Whitehall Government overloaded, but that overall the problems are of such magnitude that greater centralization is the only answer.

That would certainly please Mrs Thatcher. Another point which would please her is that devolution in a period of growth is feasible, but impossible when managing decline. (Much therefore hinges on the state of the economy in the mid-1980s.)

All this is highly topical for higher education: as one of the commissioned paper notes,

devolution questions are central to the role being played out by the University Grants Committee, which has its orders from the centre to cut, but is the executing agent and attracts all the public dissatisfaction.

One of the background papers examined the extent to which locally has replaced class as the main influence in British voting behaviour; such a conclusion, if supported by further research, would have implications far beyond the issue of devolution.

A second area for research is into the role regional bodies would play in health and social policy. "Councils are very interested in Mrs Jones and her problem, but not in the wider issues," was how one academic put it. A third would be comparative studies in devolution, for example, the lack of it in France compared with the abundance in America. A strong argument on the limitations of comparative studies was put, backed by demands that on devolution "uniformity was impossible".

A fourth area might be termed "parliamentary override", more topically called the Lothian question, or what effect devolution might have on existing power relations, if indeed it is Parliament that runs the country. Professor Hayward's team will be able to pluck out many other headings for research from the conference. If devolution returns to the political agenda it seems certain that, rightly, it will appear on the research agenda.

Paul Flather

Where to draw the line

disruptions of avant-garde art styles. Nowhere is this more obvious than in Russia where the confrontation of high and low styles echoes a recurrent political and aesthetic dilemma. The new Soviet state has inherited the political style of the Tsarist nation and, as A. L. Reid describes this week public awareness of political issues in the Soviet Union is still coloured more by the stereotypes of a century ago than by official propaganda. In the concluding part next week Harry Dickinson examines the impact of nineteenth century English caricature which has dictated many of our assumptions about or own political and social past.

Like *Punch*, *Krokodil* takes its name from a character in children's literature. Many children's books have shown the crocodile, standing up, in human clothes, accompanying children in all kinds of adventures, a mixture of ferocity and friendliness. Animals have often been used to represent people in Russian folklore, and given wholly human characteristics. In the journal, the crocodile is always shown carrying a four-pronged, long-handled fork, ready to give people who deserve it a dig in the ribs.

Krokodil has always featured the country's top satirists and cartoonists. Its tasks were clearly

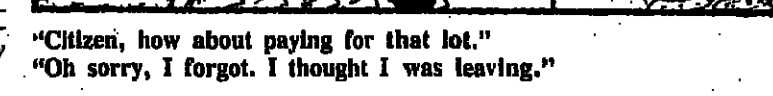
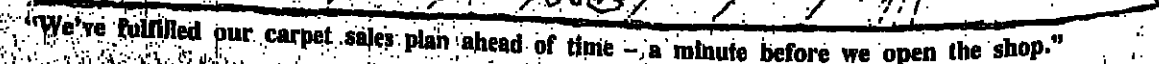
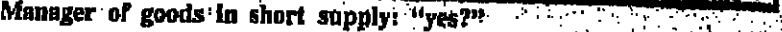
One persistent feature of the Soviet system is the role of *blat* or influence, connections, pulling strings. "You scratch my back, and I'll scratch yours." In a economy of scarce shortages and carefully parcelled out privileges *blat* is an essential part of life, and anyone with access to scarce objects or services has something to offer. Beyond *blat* lies the *vyzinka*, bribe or backhander. *Blat* also features prominently in *Krokodil* cartoons.

The most common form of *blat* is expected by service personnel and the shop assistant who sells "dear (ones) in short supply" at the counter at a premium.



The political cartoon in Russia represents a subtle hybrid of two quite different modes: the intermediary of the folk print, the public poster, and the experimentation of avant-garde "Western" art. At a time when artistic modernism is dying in the West, the Soviet demand for closer contact between art and life can no longer be dismissed as a merely ideological restriction of the artist's liberties.

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BOOKS

Perfect unions

The Active Trade Unionist: a study of motivation and participation at branch level
by Patricia Fish
Cambridge University Press, £10.50
ISBN 0 521 23700 9

In a year in which the objectives and motives of active trades union members have increasingly preoccupied politicians of both the Left and the Right, the publication of Patricia Fish's study would seem singularly well-timed. For, despite its evident importance, this is an area in which there has been a remarkable dearth of serious empirical research, and there has been little way of assessing the validity of the diverse and often conflicting images that have gained popular currency.

Fish has set out to examine the sources of local union activism—conceived broadly to include not only office holders, but also those who attend shop meetings and show an interest in union affairs. Her empirical evidence is based on a study of steelworkers belonging to the British Iron and Steel and Kindred Trades Association in the Sheffield area.

Fish's initial concern is to underline the inadequacy of many existing explanations of trade union activism. The active trade unionists in her study were not political agitators with commitments to extreme left-wing parties, nor were they aspiring foremen who sought to use trade union activity as a way of drawing the attention of management to their leadership skills. Moreover, willingness to participate, she argues, cannot be explained in terms of the individual's pursuit of private goals: such as a concern to defend a position of relative advantage within the workforce or the enjoyment of participation and sociability for its own sake.

Instead she depicts the more active trade unionists as essentially idealists. She rejects the view that they were narrowly preoccupied with the concerns of their local workplace, arguing that, on the contrary, they were drawn into participation by a belief in the aims of trade unionism as a social movement seeking to improve society. Their objectives were not merely economic, but also political and social. It was not that they were political radicals inspired by a desire to reconstruct society. Rather, they were characterized by an "improvement-consciousness": a desire to modify existing social arrangements, in particular by reducing social inequality.

Fish is well aware of the methodological difficulties of generalizing from a sample of steelworkers in a relatively moderate trade union to trade unionists in general. Indeed, one of the considerable virtues of her study is her willingness to expose and confront the problems in her data, instead of merely eliminating from view evidence that conflicts with the positions that she is advancing. However, in surveying the cumulative problems that occur, one is led to question the plausibility of her final interpretation.

To begin with, the picture is difficult in undermining the view that active trade unionists were heavily motivated by a private stake in their activism. Her evidence shows that, compared with inactive branch members, they were substantially more likely to have experienced grievances at work, and they were more likely to use the union as a channel for such grievances. Equally, their greater social activity outside trade unions gives credence to the idea that they may have been attracted to involvement in union affairs by the opportunities it offered for participation and sociability.

If the evidence for a private stake in union involvement remains recalcitrant, her evidence for a distinctive socio-political orientation among more active trade union members is disturbingly thin. Much like the inactive, active trade unionists had a

conception of trade unionism as primarily concerned with economic issues—in particular wages—and only a minority attached any substantial importance to the unions' political role. One's doubts about the extent to which active trade unionists were distinguished by their wider social goals can only be reinforced by the fact that they were actually more likely than inactive trade unionists to feel that workers already had a fair share of wealth and income in society.

Doubtless some of her active union members were inspired by a

commitment to trade unionism as a social movement. But it seems to me that Fish's evidence points principally to an explanation of activism in terms of the intersection of private motives for participation with a commitment to a commonly held belief in the importance of collective organization for the defence of local workplace interests.

Duncan Gallie

Duncan Gallie is reader in sociology at the University of Warwick.

Muted groups

Outsiders in Urban Societies
by David Sibley

Blackwell, £12.50 and £5.95
ISBN 0 631 10731 2 and 12808 5

The title is misleading. This book is mainly about gypsies or "travellers" in British society. As the author acknowledges, he adds little new factual information to what we already know from the work of Thomas Acton and others. The distinctive element is his attempt to chart the boundaries of the dominant society by showing the way in which travellers are deviant.

There is now something of a conventional wisdom about outsiders—or travellers—in British society. We have been told of the valuable work they do for the scrap metal industry, and the tales of pig-headed local councillors have been oft repeated. The well-known "struggles" between the dominant order (a few local policemen) and the travellers are often represented (with variations) and most authors who write on this subject make no secret of their strong commitment to the travellers' cause. Mr Sibley adds a further example of the Inuit (Eskimos) of north Canada, again drawing on the research of others. He argues that the expansion of industrial capitalism marginalizes the native populations of the North, making them a kind of lumpenproletariat in the cities' skid rows. Travellers, on the other hand, need the mainstream society since they, as it were, live in its cracks and need it to provide the basis of their own order.

In the last few pages of the book Sibley turns from the travellers and Inuit to consider women and children in capitalist society. Women are now, he suggests, being encouraged to "withdraw into the family". Houses are set out in rows some distance from employment "in the interest of the predominantly male commercial and industrial interests". The idea is that women get on quietly with the reproduction of the labour force while the real centre of society, run by men, is elsewhere. Old people and children are similarly shunted off into sidings, the former until they die, the latter until they can enter the real world of adult work. Until then they should not mess up the neatly partitioned urban space men have set up. Clearly some areas of cities are very hostile environments for children, although some waste areas have been successfully colonized and some underpasses have been taken over by the skateboarders. But these are exceptional.

Whether or not we want to accept Sibley's argument that women and children are "muted" groups like travellers (it is instructive to consider the way much of the spatial organization of our society fits: more neatly one set of values than others). However, I feel that Sibley's book is muddled and confusing, and desperately needs a firm structure. It is as if he has read accounts of various minority groups and the way they suffer discrimination and then he has come across Mary Douglas on "grid" and "group". Basil Bernstein, on "elaborated" and "restricted" speech codes and through this has experienced a personal glimpse of some important dimension which he feels he must try to communicate. Unfortunately he does not quite succeed.

I would be the last person to discourage geographers from exploring sociological problems, but, if they do, it is very important that they recognize the difficulties of being of-

ginal in a field other than their own. In this case much has already been written on the distorting effects of the categorical systems we adopt, not least by social anthropologists. Mr Sibley's knowledge of all this is at best partial, and while he makes up for much in concern and commitment, I cannot help feeling that he would have been more original if he had stuck to the strictly spatial implications of systems of classification and coding. This could have provided an exciting approach to urban structure. I hope that he will stick with his own ideas and develop them more thoroughly in later publications.

R. E. Pahl

R. E. Pahl is professor of sociology at the University of Kent at Canterbury.

Profits in decline

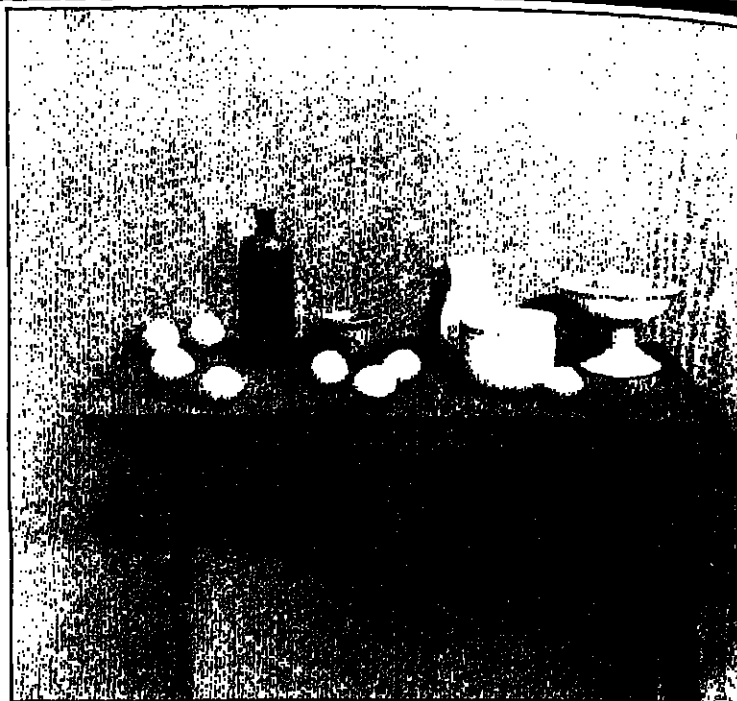
The Economics of the Profits Crisis
edited by W. E. Martin
HMSO Books, £8.95
ISBN 0 11 513251 1

In the past decade there have been two developments in the literature of economics of immense benefit to both practitioners and teachers. First, practising economists in public service, especially in the Government Economic Service, have ceased to be anonymous, and are no longer credited with a depersonalized official view. Second, economists of various views, academic, public service and other professionals, compare notes and discuss agreements and differences about controversial topics. The *Economics of the Profits Crisis* is the record of a seminar on the subject, bringing together the nearest one can expect to get to a general professional view, including the work done by economists in Government and the Bank of England.

The importance of subject matter is clear enough. A general trend of weakening profitability must have serious consequences for an economy relying on private enterprise for much of its welfare. The causes of such a trend are likely to be complex if not downright obscure. Nevertheless, a persistent tendency affecting so central a phenomenon as profits must have implications for the realistic interpretation of economic policy.

As so often in such issues, the participants in the profits seminar found that the precise meaning of profitability, both in economics and in the statistics or econometrics, needed clarification. But given the clarification, and paying attention to general tendencies and agreements rather than obfuscating detail, it then not at all clear what the problem is. Most evidence (though not all) suggests a general decline in profitability over the past twenty or so years. But it has not been continuous: especially in the 1970s, definite cyclical patterns emerge. So the experience of the past twenty years merely a well-documented statement of much more deep-seated trends? Or is the statistical evidence of decline merely one side of long-lived cyclical movement that might be expected to right itself soon?

Whatever the precise truth about general or average profitability, the trend has affected all similar economies, and it has affected manufacturing industry more than other



A still life oil painting by William Bailey, taken from Contemporary American Realism since 1960 by Frank H. Goodyear Jr. The book is published by the New York Graphic Society to coincide with a major travelling exhibition in the US. Its distributed in this country by Hutchinson at £20.00.

industry or services. Plausible explanations must, of course, take all those features into account. Is there in some sense a profits crisis affecting commercial economies generally, perhaps because returns from investment are declining with progressive exploitation of new technologies? Or is it the familiar problem of governments compensating for one set of problems (like regional redistribution of employment or income) and thereby creating a new set (capital too cheap, labour too dear)?

No answers emerge from *The Economics of the Profits Crisis*. But given both our unsatisfactory economic performance, and proneness to attach ourselves to simplistic solutions, this careful and very readable attempt at defining a set of problems, and suggesting constraints to the admissible answers, is an invaluable contribution to economic knowledge.

Joan Mitchell

Joan Mitchell is professor of economics at the University of Nottingham.

Cloaking capitalism

The Challenge of Corporatism
by Otto Newman
Macmillan, £14.00 and £5.95
ISBN 0 333 29173 5 and 29174 3

Ask most people what they think "corporatism" or the "corporate state" means and you may hear references to Nazi Germany and 1984, or you may hear complaints about the involvement or interference of the state in various walks of life, or about the power of big monopolies and their use of the state to regiment workers "for the good of the firm, the nation and its people".

For a number of years "corporatism" has been searching, like a refugee, for a place to belong to. Newman, like Pahl and Winkler before him, thinks it belongs in Britain. But unlike Pahl and Winkler's contribution to the debate, Newman firmly places his thesis within a capitalist context. "Democratic corporatism", he argues, is characterized by three factors: tripartite organizations (involving the state, industry and the unions), depoliticization (the reduction of overt political debate and an emphasis on consensus politics and unity), and co-optation of the working class and its representatives. Newman emphasizes that this all takes place within a system where "the undisputed senior partner is and remains the power of capital: the irresistible drive for private profit and accumulation". Corporatist structures are essentially an attempt to enhance accumulation and preserve inequality while minimizing dissent.

Newman's chapter on the educational system is a useful example of

what he means. Despite a rhetoric of comprehensive education, equality and open access, he argues that "schools remain selective and streamed, that access to higher education is no less class bound, that occupational horizons remain strictly circumscribed, or that wastage of talent continues to an undiminished extent".

Corporatism is therefore an ideological cloak for the inequalities and power structure of capitalism. But this is surely not enough to merit the renaming of a whole political and economic system which Newman accepts is still capitalism. Yet he does go further by stating that corporatism can "modify the prevailing mode of production". The enticing description on the book jacket even suggests that the "close meshing of the interests and practices of government, industry and organized labour on industrial and welfare policies provides a social structure ideally suited to handling the problems of monopolies, multinational and universalized finance". This would indeed be some social structure to see.

But the evidence is just not convincing. Can the corporatist analysis explain the policies of the present Conservative Government or some of the events which have occurred since it took office? The role of the TUC has hardly been closely meshed with that of the Government, and the CBI has been hard to conceal. This is not indicative of the consensus approach to increasing unemployment, public expenditure cuts, and high interest rates, which should be just the sort of policies to put the firmly ensconced corporatist structures and ideology to the test. Corporatists may look on the last two years as a lapse, or they may argue that structures are bound to be incomplete, or that two years are insignificant. Yet Newman himself picks on one Conservative budget in 1979 to demonstrate how the UK is, like other European countries, shifting towards indirect taxes because these are accepted by a populace more compliant than direct taxes. He must therefore explain the breakdown in the allegedly entrenched structure of compliance and cooperation. The tripartite structure is also particularly inappropriate for a corporate state in the UK because it omits the powerful financial sector and the City of London.

There is no doubt that capitalist social structures are modified over time, that union leaders become "co-opted", that governments "talk" to unions, and that incomes policies have arisen. The danger is that using another concept like "corporatism", especially with some of the jargon and convoluted language Newman employs, obscures more than clarifies the underlying structures of capitalism in the UK.

Richard Minns

Richard Minns is author of "Pensions Funds and British Capitalism".

BOOKS

Selling the nation

The Projection of Britain: British overseas publicity and propaganda 1919-1939
by Philip M. Taylor
Cambridge University Press, £25.00
ISBN 0 521 23843 9

In the Victorian order of things, government-inspired publicity and projections of national policy by bureaucratic bodies were inherently wrong, uneconomical and self-defeating. According to the laissez faire creed, true facts, like good currency or superior merchandise, would invariably prevail over counterfeit and shoddy products. It did not pay, then, to invest time or effort in advertising Her Majesty's Government's case before the world, for the merits of the matter would always win over the reasonable observer. Provided Britain itself was embarked upon a "proper" and "fair" policy, there was no need for propaganda, which would in fact arouse suspicions as to London's true motives. The shudders of disgust around the turn of the century which attended the publication of Moritz Busch's three volumes on *Bismarck: some secret pages of his history* was testimony enough to this British dislike of manipulating the news.

The First World War, challenging miser faith assumptions in so many ways, changed all that; and, as the conflict lengthened and each side sought to win the favour of neutrals (especially the USA), the British revealed themselves to be excellent publicists. Whether the activities of *haverbrook*, Northcliffe, the Ministry of Information and the Britons operating in the United States were really as influential as has been claimed is hard to prove, but what was clear was that many people—including Adolf Hitler—later believed that propaganda had played an essential role in the Allied victory.

To the British Government and most of its officials, however, the war had been a ghastly and singular affair, and with the world returning to "normalcy" after 1919, there was surely no need to continue the distasteful dissemination of facts favourable to Britain's image, the more especially since various contemporary publications on the subject made the Americans in particular resentful of having been the victims of "information control" by their more worldly cousins.

Although some case could be made out for continuing publicity within the Empire and when the power conferences were still in session, the traditional viewpoint that propaganda was an unnecessary burden on an honest government was achieved dominance. This too was reinforced by the Treasury's eagerness to cut expenditure on what it regarded as superfluous organs of government; by the fact that the News Department of the Foreign Office a mere

£17,400. Also for the laissez faire school, the two decades after 1919 witnessed the active use of propaganda elsewhere, first by the Bolshevik regime and then, even more intensively, by the dictator-states of Italy and Germany. This was a campaign, moreover, which was conducted at the commercial and the cultural level as well as at the political, and which threatened to undermine favourable perceptions of Britain which were held in the Near East, Latin America, Eastern Europe and elsewhere.

There is less the picture of a model that might have proved durable and stable than of a compromise which was doomed to collapse even if the Communist Party had not destroyed it after taking power in February 1948. The system was based on the maintenance of consensus by the parties in the government (the only ones permitted) and, as events over the three years of its existence showed, there was little chance of permanent agreement among the four parties. The Communist Party was as determined to have its way as the other parties were to prevent it. Dr Myant's book is a history of these three years rather than an

slow, halting, reluctant process, meeting with much opposition within official circles. Setting up the British Council, deciding to beam out foreign-language broadcasts of the BBC, projecting a favourable image of Britain by means of films, were all items of intense debate and disagreement. Yet the more the foreign threats grew, the more the British Government was forced to agree that it was necessary to spend, not merely on military rearmament, but also on moral and psychological rearmament. By the eve of war, it had at last returned to plans for a Ministry of Information and for an enemy propaganda department, although in the process it had got rid of those forthright individuals (Vansittart, Rex Leeper, Sir Stephen Tallents) who had been most insistent upon the need to take action against the dictators in the propaganda field. It was to be several years after 1939

before this British effort became adequate to meet the demands of total war.

Because it analyses various themes within the overall story—such as the role of the Foreign Office, commercial propaganda, the British Council, and so on—Dr Taylor's study occasionally gives the impression of being repetitive and slow. Yet it is difficult to see how the book could have been organized differently, and the fact remains that this is an important, wide-ranging and well-written work. It not only tells the reader a lot about the political culture and "official mind" of interwar Britain, but also has a lot of fresh information upon the policy of appeasement itself.

Paul Kennedy

Paul Kennedy is reader in history at the University of East Anglia.

Power and protest

Charter 77 and Human Rights in Czechoslovakia
by H. Gordon Skilling
Allen & Unwin, £20.00
ISBN 0 04 321026 0

Socialism and Democracy in Czechoslovakia 1945-1948
by Martin Myant
Cambridge University Press, £20.00
ISBN 0 521 23668 1

Thirty years separate the periods in Czechoslovak politics with which these two books are concerned. Professor Skilling deals with more recent events—the Charter 77 movement and its challenges to the authorities' record on human rights. In his thorough and lucid analysis of dissenting activity between January 1977 and the end of 1980, he goes beyond the activities of the signatories of the original Charter 77 declaration to examine other areas of "dissidence" from the circulation of the *samizdat* model of literary works in typescript to the efforts of the Committee for the Defence of the Unjustly Persecuted, most of whose members appear to have joined the ranks of those they sought to defend.

Professor Skilling's sympathy with the participants in the Charter 77 movement does not blind him to its weaknesses, both in terms of its impact on the authorities in Prague, and in terms of the divisions within the movement which have at times seemed as much of a threat to its survival in its present form as the actions of the authorities. Nevertheless, despite the severity with which Charter 77's signatories (and other dissenting individuals) have been treated, dissenters from employment, constant police surveillance, pressure to emigrate, imprisonment—protests against the abuses of power persist. Professor Skilling's book, which includes a varied selection of Charter documents, is an invaluable record of their efforts.

The immediate postwar period, when the Communist Party shared power with several democratic parties in a coalition government, has sometimes been seen as a kind of golden age of a "specific Czechoslovak road to socialism". Dr Myant believes that "study of the 1945-48 period may therefore provide useful ideas for the evolution of a model of socialism more suited to conditions in Czechoslovakia and possibly other Eastern European countries too."

There is less the picture of a model that might have proved durable and stable than of a compromise which was doomed to collapse even if the Communist Party had not destroyed it after taking power in February 1948. The system was based on the maintenance of consensus by the parties in the government (the only ones permitted) and, as events over the three years of its existence showed, there was little chance of permanent agreement among the four parties. The Communist Party was as determined to have its way as the other parties were to prevent it. Dr Myant's book is a history of these three years rather than an

assessment of an alternative model of socialism. While coverage of the Communist Party's actions and policies is better than that of the other parties in the coalition, this to some extent can be attributed to limitations in the otherwise impressive range of Czechoslovak newspapers and journals, from the 1940s to the 1970s, he has used. Their limitations partly explain too why the Communist Party has been treated more kindly than it deserves, for Dr Myant does not always seem aware of the ruthlessness (evident in his book) with which the Party pursued its aims of achieving complete power.

Gordon Wightman

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Revive la France!

Capitalism and the State in Modern France: renovation and economic management in the twentieth century
by Richard F. Kuisel
Cambridge University Press, £20.00
ISBN 0 521 23474 3

Richard Kuisel's fascinating book is set within the framework of two descriptive chapters, the first concerned with the nature of the liberal state and economy around 1900, and the last summing up the neo-liberal order of fifty years later. The intervening half century he considers chronologically in chapters covering the First World War, the twenties and the thirties, followed by parallel chapters on Vichy and the Resistance, and a close look at the developments of 1944-49 and the emergence of the Monnet plan. Each of these chapters provides a detailed analysis of the interaction of ministers and ministries, politicians, industrialists, union leaders, academic economists and "experts" as they sought to reconcile prevailing circumstances, pressing needs and the dominant ideas of the period to achieve an appropriate method of economic management.

The profound effect of wartime is inevitably one of the themes of the book. There is the pointed contrast between the experience of victory in 1918 with the consequent strength of the pressures to "recapture the past" and the trauma of defeat in 1940 which gave decisive force to the arguments of those who, like the young Michel Debré, had already been urging that "the State must take account of circumstances that require it to assume general direction of the nation's economic life."

Kuisel never allows his reader to forget the political nature of economic decision-making. He points out the weakness of the 1930s reformers and would-be planners. Proposals for structural economic reform failed to find an adequate political base: "no major political party adopted their cause" (page 118). Eventually it was Vichy that provided some of the mechanisms, the statist information and even, just before liberation in the summer of 1944, a draft plan which could all be incorporated into the later work of Monnet's team. And the Resistance, and the Libera-

tion, while having no settled economic approach, did furnish the essential political backing.

The apparent success of planning in postwar France has had a profound influence on the politics of British planning and economic management. It is, incidentally, interesting to note that British economic thinking and American practice had an influence, that was probably equally profound, on the French model. For all those who are nowadays concerned with the problems of economic management Kuisel's book should be essential reading. He analyses the extent to which some of Monnet's earliest decisions, as he sought a strategy that would allow the Plan to come into being and operate, contained within them the weaknesses that would eventually render the whole planning process vulnerable and constrain its potential.

Writing as an historian Kuisel is able to emphasize the role of individuals—ministers, planners, officials—in the developments he describes. But this is no mere study of the leaders, for the analytical framework of the book, while making it clear that without the decisive action of some men little could have been achieved, nevertheless sets out the rounded and which, in the case at least of Mendes France in the 1940s, might even defeat them. Kuisel also delivers what should now be a final blow to the myth of the major influence upon postwar economic growth in France of the Civil Service training school, the Ecole Nationale d'Administration. He sets it in its rightful place as the reflection, not the source, of the innovative and dynamic attitude of certain influential civil servants and politicians, and points out that not all its graduates shared these views, and that they might also be held by the products of other institutions, notably the Ecole Polytechnique.

The elements of continuity in so many aspects of French life and especially in the interactions of bureaucracy and society have frequently been examined—and given a definitive popular statement by Alain Peyrefitte in *Le Mal Français*—so it is refreshing to find a book that is a study of change. Indeed some of the changes were so sharp that Kuisel can speak of the "conversion" of the Ministry of Finance. Within five or six years, by about 1950, new institutions were in place or old institutions renovated or expanded. Kuisel is able to show the sources of the change in the thinking, the criticism, the failures and the achievements of the first half of the century, and to find in them the explanation of the imperatives which drove postwar France towards renovation and growth.

Certainly, the costs and risks of war have risen steeply with the advent of nuclear weapons, and some slight hope exists today that war, which leaves no victors, will be laid aside as a means of achieving foreign-policy objectives. Mandelbaum is right, too, in a well-reasoned chapter called "The Nuclear Presidency", to emphasize the heavy sense of responsibility felt by the present-day head of government for the avoidance of nuclear catastrophe. Beginning with Harry Truman every American President since 1945 has changed during his years of office from being staunchly anti-Soviet into being staunchly pro-arms control in the nuclear field (Mr Reagan has yet to undergo the transformation). But is this much more than merely an extension of the revision against all war which scientific methods of killing have left in their wake since 1914?

The conclusion that seems to emerge from Professor Mandelbaum's unsurprising book is that nuclear weapons have perhaps not affected our lives as much as they should, and this because—in contrast with the two earlier military revolutions which Mandelbaum discusses—no nuclear war, thanks be to Heaven, has yet taken place. It is a curious fact that nuclear weapons could only demonstrate their effects on the human race by putting an end to it.

Nuclear politics

The Nuclear Revolution: international politics before and after Hiroshima
by Michael Mandelbaum
Cambridge University Press, £17.50 and £5.95
ISBN 0 521 23819 6 and 28239 X

No one who heard it is likely to forget the funeral voice of the then Sir John Anderson broadcasting on the evening of August 6, 1945, the day the atomic bomb was dropped on Hiroshima, beginning with the words: "a new door has opened on the future of mankind". What lay behind that door, we all wondered. In this thoughtful book, Michael Mandelbaum tries to discover how far nuclear weapons have in fact changed international politics—and that includes the making of foreign policy, the balance of power, approaches to disarmament, the psychology of political leadership, and even "people's thoughts, words and deeds".

Strangely, it is a question not often discussed, at least in academic works. There are hundreds of recon-

ditional analyses of nuclear strategy, arms control in the nuclear age, and so on. But the more fundamental question of how these awesome weapons have altered our lives and politics is oddly ignored. Perhaps this is because it is an extraordinarily difficult question to answer. The suggestions so far have been suspended between the banal and the improbable. Mandelbaum's are not altogether exceptions.

Mandelbaum begins with the rather doubtful argument that, while "the principal impact of nuclear weapons on the international system was the rekindling of the impulse for disarmament", chemical warfare has always seemed more abhorrent to the human race, and for that reason, restraints against resort to chemical warfare have been firmer than those against nuclear weapons. But, after this uncertain start, Mandelbaum goes on to place the nuclear revolution against the background of two other modern revolutions in the waging of war: the "Napoleonic" and the "mechanical" as he calls them. The former was the mobilization of the nation in arms, which lifted the curtain on the total war that we now know so well; the latter was the application of mass production to warfare which produced the horrifying casualties of 1914-18.

Yet it is perversely evident that those two earlier revolutions had a conspicuously greater effect on the conduct of international affairs than has the advent of nuclear weapons, for all their stupendous destructive power. The conscious management of the balance of power, for instance, which Mandelbaum contrasts with the supposedly more spontaneous practice of the eighteenth century, came, as he points out, with the Congress system of 1815, long before the nuclear age. "Collective security"—by which he means simply the concerted planning for a more peaceful world—was a legacy of the 1914-18 war and all its horrors: nuclear weapons have added practically nothing to it. Disarmament has certainly been a dominant preoccupation of the nuclear age; on the other hand, since 1945 most people have abandoned the belief that prevailed after 1918, at least in the liberal democracies, that great armaments caused wars and should be nounced. Western policy today, wisely or unwisely, is firmly based on the principle of "negotiation from strength". It is hard to accept Mandelbaum's argument that, by contrast with arms control talks before 1939, the United States and the Soviet Union have enjoyed success in negotiating agreements to place limits on their nuclear strength. The nuclear arms race has been slowed down to no visible extent by arms control agreements.

Certainly, the costs and risks of war have risen steeply with the advent of nuclear weapons, and some slight hope exists today that war, which leaves no victors, will be laid aside as a means of achieving foreign-policy objectives. Mandelbaum is right, too, in a well-reasoned chapter called "The Nuclear Presidency", to emphasize the heavy sense of responsibility felt by the present-day head of government for the avoidance of nuclear catastrophe. Beginning with Harry Truman every American President since 1945 has changed during his years of office from being staunchly anti-Soviet into being staunchly pro-arms control in the nuclear field (Mr Reagan has yet to undergo the transformation). But is this much more than merely an extension of the revision against all war which scientific methods of killing have left in their wake since 1914?

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F. S. Northedge

F. S. Northedge is professor of international relations at the London School of Economics.

Oxford University Press

Psychiatric Ethics

Edited by Sidney Bloch and Paul Chodoff

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BOOKS

PSYCHOLOGY

Latter-day Diderot?

Mind in Science: a history of explanations in psychology and physics
by Richard Gregory
Weidenfeld & Nicolson, £18.50
ISBN 0 297 77825 0

In this remarkably ambitious book, Richard Gregory attempts to link together the philosophy of scientific explanation, the nature of perception, artificial intelligence (AI), the history of technology, and much else besides.

One probably has to go back to Diderot and the *Encyclopédie* to find so much enthusiasm for man's mechanical inventiveness existing happily alongside a taste for abstract speculation. Few people but Richard Gregory would have attempted such a giant task, and few are as well qualified: his theories on perception have been influential; he is a highly original inventor; and he has been active in the field of AI for some time. This interest in computers explains one of the book's central themes, the way in which computers have given us new ways of thinking about the relations between brains and minds.

There are some obvious drawbacks to a book written by a learned committee of scientists, engineers and philosophers: even (or perhaps especially) when they all live in the same head. A considerable way into the book, Gregory does announce what he calls the "watershed" of his argument, that perceptions are like scientific hypotheses, but until then the reader may despair at extricating this central point from a somewhat meandering display of dazzling remarks. I found myself entering some most remarkable "hypotheses" about the way things would turn out in the end, but most of these, one is glad to say, were refuted.

Gregory first presents a long and detailed examination of the problem of induction. In his treatment of Popper's philosophy of science, he is rather against the proposal that the best hypotheses are the risky ones, which can be decisively refuted by simple facts; and he is also dubious on factual grounds about the claim that nothing can be learned from the simple enumeration of facts. Later, however, the real reason for his unhappiness emerges: if perceptions are hypotheses, and if they are like hypotheses in science, then they should not be arrived at from past experience, they should be eliminated instantly if they conflict with a single fact; and should be as unlikely as possible. All of which would be an admittedly absurd way to run a perceptual system that has evolved to be useful, rather than to gratify philosophers.

What then is wrong? Gregory blames Popper's account of science and points to cases such as the discovery of the Periodic Table of the elements, in which sheer trial and error and induction appear to have played a key role. This very example, however, shows how slippery the notion of "hypothesis" can be. Could it not be said that all Mendeleev's card sorting was inspired by a central (and unlikely) hypothesis that the elements would fall into a small number of related families? The questions seem in the end to reduce to a matter of terminology, and Gregory admits that there is no general agreement about what a hypothesis means.

It is somewhat puzzling to have signal averaging presented as an example of the uses of induction in science. As Gregory points out, if a "signal" is embedded in "noise" (like a conversation on a bad telephone line) it can be an advantage to repeat the message many times and to add the different instances together. This will improve the signal to noise ratio: the random noise will cancel itself out, whereas the signals will reinforce one another. Using this as an example of induction is typical of

Gregory's flair for seeing original analogies. However, the problem of induction is concerned with the logical validity of generalizations based upon a finite number of repeated instances. To determine by averaging that a message states that "Mary had a little lamb" is not a generalization at all, even if it is a conclusion arrived at by listening to the same message many times over: it is a particular, a datum. If, of course, we wished to claim that all gramophones say that "Mary had a little lamb" this would indeed be an inductive generalization, but it would have to be based upon listening to many records, not upon an averaging technique. Indeed, averaging is a very good way of ensuring that you will miss the single, critical counter-example, as every experimental psychologist knows.

Gregory reasonably asks how animals can extract predictive generalizations from their environment, if they are not allowed to do so by induction. In part three, "Links in Mind", he critically examines the psychological evidence that quite arbitrary associations can be learned by repetition. His account of mnemonic techniques and recent memory research is enlightening, but again one may seriously question what it has to do with the problem of induction. Associating a portion of one's after-dinner speech with the image of a gas cooker may be a good way to ensure that it gets remembered at the right point in the sequence, but what generalization is asserted by learning such a connection? Much more to the point is the fact that animals will apparently learn to expect food when they hear a bell, if the bell-food sequence has been presented a number of times. Here indeed they seem to be learning a generalization (bell leads to food) on the basis of mere repetition.

Gregory's position here is undermined, however, by recent research indicating that even for rats, repetition is not enough. If a bell has been heard many times without food, then the animals are subsequently slow to learn that it predicts food delivery. How is this consistent with the notion that mere contiguity is sufficient? Similarly, if in the rat's experience food is reliably predicted by event A, then the subsequent addition of event B, which is also paired with food, produces less learning about B than would have been the case if A were absent. These and a number of other facts have led to the view that animals actively search for predictive events in the environment, rather than passively registering them.

The treatment of induction and related matters is only a prelude to the main theme that perceptions resemble scientific hypotheses. In very general terms Gregory's theory of perception has to be correct. Perception is not a photograph or a statue, but an active interpretation of often very fragmentary evidence. The famous ambiguous figures such as Wittgenstein's duck/rabbit are merely the most dramatic instances of this: one need go no further than the cartoon pages of a newspaper for many other examples. But to refer to "perceptual hypotheses" begs the real questions that preoccupy perceptual theorists, unless there is a precise specification of the nature of these hypotheses, of their origin, and of the manner in which they are tested.

There are two main approaches to perception, which have been termed "bottom up" and "top down" processing. According to the first of these, however intelligent the perceptual system seems to be, it is in reality only dealing with messages in a way dictated by its structure: it uses "hypotheses" only in the sense that a television set must have special devices built into it to allow the decoding of a complex signal. "Top down" processing, on the other hand, involves generating a guess about the object and then seeing how well it fits the sensory evidence. Gregory is almost certainly thinking of hypotheses in the latter sense, and his own examples of ambiguous figures, impossible objects, cognitive contours and (perhaps) visual illusions provide convincing evidence that something like this can happen.

But it might be highly misleading to treat all of perception in this way.



Richard Gregory

Coal looks black whether we examine it in the cellar or in bright sunlight, despite the huge difference in the amount of light reflected in the two instances. Is this because we have a hypothesis, which we test by examining the light reflected from other objects, or is it, as plausible physiological evidence indicates, something to do with the properties of nerve cells in the retina and brain? Only detailed analysis can solve this question, and when we solve it, the need for general explanatory concepts like "hypothesis" might conceivably just disappear.

If the brain is to gain any advantage from forming perceptual hypotheses there must be some way of testing them. For Gregory this is done by comparing their predictions with "coded data". An objection here might be that "coded data" is just another term for "perceptions", so that what we have here is: perceptions testing other perceptions. Gregory is not at all intimidated by this sort of circularity argument, beloved of philosophers, and says that he sees no difficulty in perceptions confirming or refuting other perceptions. But this will hardly do as a general account. We are thus led to the position, made explicit by Gregory in the section entitled "Three steps to perceptual hypotheses", that there is a hierarchy of processing steps in perception, each based upon an input from the previous stage. "Hypotheses" as the final stage, are confirmed or refuted by what comes before.

The question that naturally arises is the place of conscious awareness in such a scheme. Are we cognizant only of our hypotheses, or of the "coded data" as well? Gregory has a lot to say about consciousness, and the general account that emerges of the relation between brain and mind is a sort of identity theory supplemented by descriptive dualism. We may describe the same set of brain events as "neuronal firing" or as "thoughts taking place", just as the hands of a clock can be described as pointing to numbers, or as telling the time. Gregory is at his clearest and most interesting when arguing that computers and the discipline of artificial intelligence have provided us with a completely new model of the relation between physical and mental events. A sequence of operations in a computer can be described as a series of physical operations, or as the running of a program. The program is a sequence of physical events, but a different sort of description, embodying concepts such as purpose, which have - quite correctly - been banned from physics up to now because they are not useful for describing the behaviour of sticks and stones.

Gregory's book is bound to stir up controversy about details. But in general plan and execution *Mind in Science* is so obviously bold that it deserves the highest praise. It is an imaginative and very likeable work, with its author's vital personality evident on every page.

Michael Morgan
Michael Morgan is professor of psychology at University College, London.

BOOKS

PSYCHOLOGY

Torrid transforms

Psychology of Language
by Allan Paivio and Ian Begg
Prentice-Hall, £9.05
ISBN 0 13 735951 9

The Organisation of Language
by Janice Moulton and George M. Robinson
Cambridge University Press, £25.00
ISBN 0 521 23129 9 and 29851 2

The flood of books on psycholinguistics continues, unabated by economic and unabashed by the difficulty of the discipline. Vaulting aspiration aside, this current pair are very different from each other. Moulton and Robinson outline a new (ish) theory attempting to explain language structure and its relationship to language cognition and acquisition, no less. Paivio and Begg's offering is an undergraduate text, yet their aim is equally grand: "to provide a comprehensive introduction to the psychology of language - comprehensive in content and approach". Both enterprises, then, are highly ambitious, to put it mildly.

Paivio and Begg do indeed cover a vast range of topics. All the usual chapters are here: linguistics (structural and generative), meaning, perception, comprehension, memory, production, acquisition, language and thought, reading, language and the brain, plus a few rarer specimens such as figurative language, and bilingualism. Considerable work has been published in all these areas, but not of such variable quality that I at least would have appreciated it if Paivio and Begg had not felt obliged to include so many experiments that are just plain silly. Most of the studies of metaphor that they report fall clearly into this class.

The authors' failure to be selective shows up even more acutely when they translate their historical aims into practice. Paivio and Begg note, quite correctly, that during the past few decades psychology and linguistics (and their hyphenated overlap) have been characterized by extreme swings of approach and attitude. And they claim that the demise of these fads and fashions "leaves a legacy of persistent problems, effective variables, and fruitful theoretical ideas". It would be pleasant to believe such a claim, but Paivio and Begg advance little evidence in support. The reader is left with an incoherent jumble of every paradigm from radical behaviourism to Chomskian rationalism.

Paivio and Begg's idea of summarizing an argument (in this case between Skinner, Chomsky and Macquodale) is to write: "For now, we point out that the criticisms should be kept in mind but should not be accepted uncritically." The disaster is compounded when even the most elementary points are misstated; for example, they contrast mentalism with materialism (despite the fact that practically all modern mentalists are also materialists); they seem to believe that American Sign Language consists of predominantly iconic gestures; and in their discussion of the aphasia, they

manage to confuse paragrammatism, paraphasia, and anomia. Students (and teachers) who need to know about the period covered by Paivio and Begg should read two books: George Miller's *Language and Communication* (1951) and Fodor, Bever and Garrett's *The Psychology of Language* (1974). Insofar as behavioural and early mentalist approaches to psycholinguistics can be intellectually justified, these texts provide that justification.

Moulton and Robinson claim to go beyond the transformationalist synthesis that has dominated psycholinguistics since the 1960s, although they accept most of Chomsky's goals and many of his specific analyses. As the authors are well aware, this makes it quite tricky to decide whether or not the new terminologies and notations they use really are clothing a new theory. Their explanation begins with diagrams of "underlying conceptual structure" that look like derivations in a phrase-structure grammar but turn out to be very different. These conceptual structures are set-systems, not concatenation systems; that is, the elements are unordered. One's first thought, then, is to try and relate their models to the typology of the base in extended standard theory, but such considerations are apparently far from the authors' minds. They write that the "representation could even apply to an organism that did not use language, as long as it was cognitively complex enough to recognize and anticipate a variety of entities and events."

What, then, does this prime "language of thought" look like? Their diagrams incorporate a primitive notion of "relatedness" between concepts and they indicate that one concept in a group can be more "important" than another vis-à-vis some other relationship higher up

Effective teaching

Understanding Teaching: Interactive educational psychology
by Peter Tomlinson
McGraw-Hill, £5.95
ISBN 0 07 084125 X

The coherence of this broadly-based, scholarly analysis of teaching processes viewed from a psychological perspective, rests on two principal themes which surface in each chapter. One is the view of man as an "information processing system"; the other a continuous effort to integrate the many perspectives offered into a coherent account of teaching-learning processes.

In nine chapters, Tomlinson covers a variety of topics including teaching strategies and learning processes, motivation, emotion, stress, individual differences, group dynamics and social interaction. En route, he not only gives overviews of theories by Piaget, Bruner, Gagné, Skinner and other educationalists but also less obviously relevant views from Freud, Erikson, Kelly and others.

Tomlinson is somewhat dismissive of attempts to provide "tips for teachers" based on psychological theory. Rather, he sets himself the task of providing an overall conceptual analysis of the many goals implicit in the teaching enterprise and the demands these place on the practising teacher. He continually strives to show how different theories and experiments grow out of common-sense views of education and how they can help us to articulate, relate and evaluate these critical of the value of some staffroom common sense, he tries to anchor his analysis in everyday thinking about schooling, thus following through one of his own criteria of effective teaching which is to start "where the learner is at" (in this case, of course, the learner being student teachers). Recognizing the fact that psychological theory does not lead to simple and clear prescriptions for teaching practice, Tomlinson urges student teachers to accept an "open critical" attitude in which they can adopt a positive stance towards different theoretical perspectives and try to utilize them in their own teaching while constantly evaluating their relevance and worth.

Although original in many ways, the book is traditional in one major respect. The relationships between theory and practice represented are very much "one way". The psychologist generates theories and findings; the teacher must strive to grasp and evaluate these in the service of his or her teaching. Generally speaking, psychological accounts of the learning process are based on considerations of the individual learner and his needs. How far such accounts can be applied to classrooms with large groups of children remains open to question. Unfortunately, Tomlinson does not consider this problem in any depth, nor the potential value of working out from the "practice" of effective teachers to the development of potentially more useful theories.

None of the current attempts by researchers to work alongside teachers in order to develop new theories is discussed. In one sense, then, Tomlinson fails to follow through one of his own views on effective teaching as a two-way affair in which the teacher takes into account the goals, strategies and skills of the learner.

In conclusion, this is a useful and interesting account of one approach to the psychological analysis of teaching. It is not an easy book to read, but it should prove illuminating and useful to teachers. It might also find a readership among undergraduates as it provides an illustration of one way in which psychology may be put to work in the service of other professional groups.

The tree. The notation itself only expresses non-propositional structures in which concepts of different "weight" are hierarchically associated by some kind of "closeness" metric. They then use linguistic and logical terms ("scope" and "dependency") to impute relationships that are not explicitly captured by their unlabelled diagrams. This is a clever way to give the impression of a simple but highly explanatory theory and must be firmly quashed.

The syntactic aspect of Moulton and Robinson's theory is expressed in the form of a jigsaw. Four-sided "syntax crystals" are postulated in which each side can bond to an element that has the appropriate matching symbol. Structural descriptions with specified hierarchical and left-to-right order can easily be built up. The system is fun to play with (an appendix contains a "do-it-yourself grammar kit") but seems to have the power of an arbitrary transformational grammar. Until Moulton and Robinson state some principles that constrain the labelling of their crystals, no substantive claim is involved.

Finally, the authors devote much space to denying that the innate basis of language acquisition is as extensive as recent accounts have argued. They claim that the child can "bootstrap" his way into linguistic structure by hanging on to the external aid of the situational context. Their illustration of this feat shows a youth hauling himself up with the help of a totally unsupported plank. The levity of such levitation is apter comment than I could devise.

John C. Marshall

John C. Marshall is an external staff member of the Medical Research Council at the Radcliffe Infirmary, University of Oxford.

The only major area of psychological research on learning which is seriously under-represented in the book is perception. Peter Bryant's work, for example, on the role of perceptual organization in the development of understanding in children is not mentioned. Otherwise, the book presents a reasonably well-rounded account of learning processes.

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D. J. Wood

D. J. Wood is reader in psychology at the University of Nottingham.

A collection of eleven essays by Jerry A. Fodor, two previously unpublished, has been published by Harvester Press as *Representations: philosophical essays on the foundations of cognitive science*, at £22.50. The essays deal with methodological and empirical issues in cognitive science and in the philosophy of mind.

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PSYCHOLOGY

Structured language

Child Language

by Alison J. Elliot

Cambridge University Press, £12.50

and £4.50

ISBN 0 521 22518 3 and 29556 4

Acquiring Language in a

Conversational Context

by Christine Howe

Academic Press, £10.20

ISBN 0 12 356920 6

Until about 20 years ago psychology was dominated by a concern with the environmental conditions that control learning and little concerned with the knowledge structures involved in learning. Today psychology is much more cognitively oriented and considerable effort is devoted to postulating knowledge structures implicated in learning and carrying out experiments to test these postulates. In many areas of psychology this has been accompanied by a diminution in the concern with the role that environmental factors play in learning.

Language development is a typical example. A vast amount of effort has been expended, in the past 20 years, on researching and debating the knowledge structures involved in language learning. Elliot's book provides an introduction to this work. By contrast, less interest has been shown in determining what factors in the environment aid or impede language development. This issue is discussed in the last of Elliot's seven chapters.

Although it is known that parental speech to children differs from speech among adults, it is less than clear how these differences affect language development. Howe's monograph will be of some help in resolving this issue as it reports a study of different styles of conversation between 24 mother-child pairs. In common with many monographs it has a disappointingly brief introductory chapter that barely provides a background to the research. This is followed by a useful discussion of the careful plotting that was carried out. The study proper involved recording mother-child conversations at about 20 months and again at about 24 months.

How identifies three styles of conversation between mothers and children and discusses the nature of these interactions and their implications for language learning. The last chapter considers why these differences might occur. She rejects a number of simple explanations - for example, that the differences are solely due to social class and/or educational factors - and quite rightly emphasizes that one should look not only at the mothers for the origins of the differences but also at the children. It is quite possible, indeed likely, that individual differences among the children in their responses to adult speech are a determinant of the approach adopted by the adult. Further, different styles of adult speech may suit different children's development in different ways. It is a pity that we still know so little about these two possible sources of difference but Howe's monograph shows a willingness to tackle the issue.

Whereas Howe provides a detailed report of one study of child language, Elliot attempts to provide a broad view of the topic. Although the major portion of the book is concerned with the research on the development of language structure inspired by Chomsky, there are also sections on language in chimpanzees, biological factors in language acquisition, language and social class, and bilingualism. While this provides a breadth of coverage, there is inevitably a lack of depth in the treatment of these topics. The presence of these sections indicates a major weakness of the book: the lack of a central argument. Elliot begins by disentangling the

claims made by Chomsky about language development and the various strands of research that these claims have generated. Although Chomsky did not provide a theory of language acquisition he made a number of claims about what solar theory was necessary. In particular, he claimed that the child must possess certain innate linguistic rules in order to learn the structure of language. Much of the subsequent research on language development has aimed to respect the complexities of language that Chomsky taught us to care about while resisting his claim that these complexities could not be the product of learning.

Piaget's theory of cognitive development has played a prominent role in these discussions. Although chapter three discusses Piaget's views on language, Elliot digresses by treating aspects of Piaget's theory that are of little relevance to language development; aspects that are potentially more important, such as symbolic development, receive little comment. Subsequent chapters discuss the development of the sound system, naturalistic studies of language acquisition, experimental studies of language development, and the communicative context of language development.

The coverage, though always lucid, is not always as thorough as one would wish. There is little discussion of prototype theory in relation to word learning and the discussion of early structural development is somewhat dated, as several major works on the development of language structure are not cited. In particular, Braine's important monograph, in which he cogently argued that too much underlying complexity has been inferred on the basis of too little evidence, is not discussed.

The book can be recommended as a clearly-written introduction to the issues generated by Chomsky's views but further treatment of these issues will have to be sought elsewhere.

John McShane

John McShane is lecturer in psychology at the London School of Economics.

Ineffective phonemes

The Nature of Phonological Disability

in Children

by Pamela Grunwell

Academic Press, £12.80

ISBN 0 12 305250 5

Once upon a time children with phonological disability were referred to by the inaccurate term 'functional articulation disorder'. However, 'articulation disorder' was misleading because these children do not have problems with articulation in the way as those with dyspraxia. Children with phonological disability may show themselves to be quite able to articulate by imitating words well; the disorder is thus better thought of as one of a lack of organization of language structure at the phonological level.

Typically, a child with this disability will have almost unintelligible speech (especially mispronouncing consonants), yet have normal hearing for speech, and no detectable neurological dysfunction relevant to speech production. He will also have adequate intelligence for speech development, language comprehension up to his mental level, and seem to possess adequate expressive language abilities in terms of the range of vocabulary and utterance length (insofar as these can be inferred from an analysis of his productions).

Like other authors on the same topic, in her introductory chapter Pamela Grunwell emphasizes the fact that children with phonological disability not only have abnormally poor pronunciation, but the errors which they produce are systematic. Thus, it is inaccurate just to think of such children as merely being backward in their articulatory or phonological skills. Grunwell makes the important point that to date descriptions of these children's problems with speech have consisted of comparisons with normal adult phonology, and although the comparisons have invariably implied that the chil-

dren's errors are systematic there has been virtually no attempt to detail the phonologically disabled child's 'system'. This book, then, stands as one of the few attempts to analyse the systemic nature of the phonological errors produced by children with phonological disorders.

The aim of the volume is to illustrate how linguistic theory can be applied to the area of speech defects in order to gain a deeper understanding of the nature of phonological disorder. Grunwell argues that only in a linguistic framework can the patterns of speech production be shown to be deviant. She gives an overview of the principles of phonological analysis and indicates what may be termed universal properties of phonological systems.

In her second chapter, she summarizes the issues which arise in an investigation of phonological disability and highlights the problems involved in comparing normal and abnormal phonologies. In the ensuing three chapters, Grunwell provides details of the problems exhibited by her sample of seven children with phonological disability, devoting the first two of these chapters to considerations of her data compared with the adult norm and with normal phonological development, respectively. She thus presents the more traditional approaches to describing the problems these children have. It is not until the fifth chapter that she deals with her advocated approach of analysing the children's errors with a view to detecting their system of producing them, and aiming to demonstrate the purely phonological nature of their disability.

Grunwell is able to support her proposition that the more traditional approaches tell us little more about the children's problems than they produce almost every documented phonological error, especially in their attempts to produce consonants. She also notes that our knowledge of normal phonological development is as yet incomplete, and thus comparisons between normal and abnormal development of phonology are still suspect.

However, Grunwell perhaps underemphasizes the fact that if our knowledge of normal phonological development is poor, then her advocated analysis of systemic deviance of phonological disability is bound to be to some extent equivocal. None the less, her advocated analysis does demonstrate that the deviance in the data of phonological disability is indeed of a specifically phonological nature. It is a pity, however, that the reader is not given a concise summary of the systemic deviance of the children's speech. One is left in some doubt as to whether a true 'system' has been demonstrated or whether only further support for the term 'phonological' disability has been produced.

Grunwell's final chapter reassesses the nature of phonological disability in the light of her findings, suggests clinical implications, and speculates as to the explanation of the disorder. She concludes that learning disability can be deduced on the grounds that the children's 'system' contains unusual and idiosyncratic processes which are indicative of ineffective learning strategies. Normal child creates his own phonological system which he gradually modifies in accordance with the adult model in order to communicate more and more effectively.

Grunwell therefore takes the logical stance that, given there is some organization in the phonologically disordered child's utterances, his main problems must lie in failing to reorganize his system in accord with the mismatch between his and adult speech. However, one is left with some doubt as to whether such children fail to monitor such a mismatch, or having noticed the difference cannot alter their utterances accordingly. Still, given that they usually imitate nonsense words fairly well, it is likely that their problems do lie in the organization of the phonological patterns of speech production.

Tim Langdell

Tim Langdell was until recently a member of the scientific staff of the MRC Social Psychiatry Unit, Institute of Psychiatry, London.

BOOKS

PSYCHOLOGY

Perceiving oneself

Personal Construct Psychology and

Education

by Maureen L. Pope and Terence R. Keen

Academic Press, £9.80

ISBN 0 12 561520 5

Over the past 10 to 15 years personal construct psychology (PCP) has had a significant impact upon many areas of psychology. Pope and Keen, in seeking to promote the theory among teachers and educational researchers, may well depend for their success on how far readers are influenced by the first and most contentious section of their book.

The central proposition of PCP is that people are not simply the passive recipients of environmental stimuli, but actively interpret their experiences and seek to anticipate future events so that they may behave appropriately. The authors argue that this gives it an affinity with several radical educational doctrines, which they call 'romanticism', 'progressivism' and 'de-schooling', since when it is applied to education it emphasizes, as they do, a pupil-centred approach to learning. If it were true, this affinity would debase PCP in the eyes of many; fortunately it is based on a misconception.

The misconception is that PCP is relativistic, which it is not, for although it does hypothesize that different people may construe events in different ways, this does not, as the authors imply, amount to the claim that these various constructions are equally valid. If PCP theorists were, in fact, to make this second claim, there would be no basis for the own view that PCP is a more rational model of man than any of the theories it seeks to supplant. However, it is a fundamental tenet of PCP that when constructs are influenced by their inability to anticipate events, they are changed for better ones. Therapeutically, PCP has been used to encourage patients to adopt better constructions of events. Thus there is no justification for PCP for the view that education should lead individuals to actualise themselves on their own terms (my claim), since a person's own constructs may be less adequate than others available.

But is PCP incompatible with traditional educational principles, does the 'straw-man' that the authors erect, of teachers ignoring how pupils construe events. Not only is this empirically dubious, it is also in principle, according to PCP, wrong. Any interaction is only possible when each takes the other's constructs into account. Teachers have to be sensitive to the pupils' own constructs and have to ensure that they construe events in ways acceptable to such pupils, so that pupils can anticipate what is required of them.

This does not mean that it is not desirable that teachers should seek to know with greater accuracy what their pupils' constructions are, since the most traditional teacher would surely wish to know, at least,

whether lessons were being interpreted correctly and with what beliefs pupils enter the classroom. In providing a reasonably clear and competent guide to various techniques, some of them quite new, that have been used in pursuit of this goal, the authors' description of the techniques is too brief to provide a thorough introduction in itself. It does stimulate the reader to seek further information and consider other applications of the techniques mentioned.

It is unfortunate that by their attempts at a spurious conceptual unification of PCP and educational trendiness, the authors are likely to attract only those who will bring the theory and its associated techniques into disrepute.

P. A. J. Waddington

P. A. J. Waddington is lecturer in sociology at the University of Reading.

Life before birth

The Roots of Human Behavior: an

Introduction to the psychobiology of

early development

by Myron A. Hofer

Freeman, £14.10 and £6.70

ISBN 0 7167 1277 6 and 1278 4

For the most part, embryologists and psychologists have staked out separate territories in the study of development. Yet an evolutionary methodology connecting these disciplines could bridge the gap between biological and psychological explanations of the origins of mind. As Hofer makes clear, embryology and developmental psychology can be linked through a common commitment to an epigenetic theoretical framework.

The assumption is that behaviour, at all levels of biological complexity, is the outcome of an interaction between the structure of the organism, and the structure of the environment. As it develops, activity feeds back into its own further elaboration; more advanced activities arise as 'emergent properties' of the interaction among simpler levels of organization. Hofer traces a developmental transition from the behaviour of single cells and neurones, through the foetus and embryo, to the complex behaviours of the young child.

His analysis starts with the biological insight that sperm and egg are the prototypical human organisms. This may surprise some people, but he is surely correct to assert that behavioural development originates

in the movements of these single-celled organisms and not from the moment of birth as we lead ourselves to believe. He shows how enormous selection pressures isolate the behaviour-genetic characteristics of the single mobile sperm that will fertilize the egg. These include the characteristics of the female immune system that selectively incapacitate nine out of ten of the sperm with an antibody which renders them incapable of fertilization.

Soon after conception the first movement of the foetus can be seen in the area of the mouth at about eight weeks. It is thought that at this time contributes to the normal development of the palate. Soon the whole foetus is in almost continuous movement and evidence from children anaesthetized by maternal alcoholism in early pregnancy suggests that these movements may contribute to the normal formation of bones and joints.

From the biological point of view, it is easy to see that pre-natal activity contributes to growth, but it is perhaps more difficult to appreciate that it could also contribute to the development of skills necessary for survival. The six-month foetus thumb-sucking in the womb is practising the movements that will be essential for feeding. This 'anticipatory' quality of behavioural organization can also be observed in the extensive sensory and motor repertoire of the newborn. Examples are the recently discovered capacity for imitation in neonates and the more obviously social or sexual play of the young child.

Even though there is no clear boundary, the temptation is to slip from a biological to a psychological analysis at the moment of birth. Yet we are simply discussing the 'psychological properties' of the intrinsic 'biological' organization of the neonate. Science needs a vocabulary to bridge this gap between biology and psychology and Hofer offers as the basic unit of behaviour, the standard Piagetian term of the 'schema', a sensory plan linked to a related action pattern. Perhaps the distinction between psyche and soma implicit in the need for a new vocabulary reflects our inadequacy in accounting for behaviours that are simultaneously bodily and mental events.

Hofer's main achievement has been to demonstrate how the theoretical promise of a developmental psychobiology, which has been apparent since the end of the nineteenth century, is at last being fulfilled.

George Butterworth

George Butterworth is lecturer in cognitive development at the University of Southampton.

Cerebral speculation

Left Brain, Right Brain

by Sally Springer and Georg Deutsch

Freeman, £10.70 and £4.95

ISBN 0 7167 1269 5 and 1270 9

Left-right asymmetries of the brain have real, possible or fanciful connections with a host of other phenomena. In most people, the cerebral hemispheres have asymmetrical roles in speaking and other language skills, and in those activities that are almost impossible to put into words: how to get dressed, find one's way about, recognize faces, and reason about three-dimensional relationships. Cerebral asymmetries may also have some relevance to hand preference, to individual differences in intellectual ability, and to risks of psychopathology.

In attempting to portray research and ideas about cerebral asymmetries for the undergraduate or general reader, at least three main difficulties must be overcome. First, the explosion in the literature following cases of split-brain surgery, makes it difficult to keep abreast of developments in all relevant areas. However, the book does provide succinct reviews of the most generally accepted theory and data on each main topic. Second, answers

to questions about brain asymmetries require some background knowledge of the structure and functions of the brain, techniques of study and the major symptoms of functional loss, such as the aphasias, apraxias, agnosias and amnesias. This need is met by clear explanations of techniques, with excellent diagrams and a 14-page appendix on basic neuro-psychology.

Third, speculation is so interwoven with theory that it is almost impossible to disentangle what is worth taking seriously from what is idle fancy. However, these are the faults in the field, not the book. Throughout the text and in a final chapter on speculative issues, the reader is warned that some material described has not been replicated and remains controversial.

This book provides an accurate reflection of the field. I can recommend it as an introductory text.

Marian Annett

Marian Annett is principal lecturer in psychology at Coventry (Lancaster) Polytechnic.

The personal notebooks of B. F. Skinner have been edited (with an introduction) by Robert Epstein, and published as *Notebooks B. F. Skinner* by Prentice-Hall at £11.95.

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The commanding salary rate will be dependent on the qualifications and experience of the successful applicant. In addition, a service bonus of 60% of one month's salary is payable subject to Treasury regulations.
Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff housing, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from The Secretary, African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE or the Registrar, University of Natal, King George V Avenue, Durban, 4001, South Africa, with whom applications, on the prescribed form, must be lodged not later than 12th January 1982 quoting the reference No. D12761.

AUSTRALIA
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PRINCIPAL LECTURER IN COMMUNICATIONS
DEPARTMENT OF HUMANITIES
The Department offers degree and diploma courses in Journalism and Media Studies and also offers a wide range of elective subjects.
Applicants should possess a good post-graduate degree (preferably a doctorate). Preference will be given to candidates with demonstrated academic competence in one or more of the following areas: Communication Studies, Mass Media Research, Media Analysis, Culture Studies and Society and Semiotics. Work experience in some media field would be an advantage.
The position initially will be for a 3-year term, with the possibility of renewal for a further 3 years or as a permanent position.
Salary: \$32,414 p.a.
Position description available from Staff Branch, RMIT, P.O. Box 2478V GPO, Melbourne 3001, Australia. Applications quoting ref. No. 141/07/ASN to Staff Officer by 8th January 1982.

UNIVERSITY OF CAPE TOWN
Applications are invited for the following posts:
CHAIR IN LINGUISTICS
The successful candidate, whose interests will be in the field of general linguistics rather than applied linguistics, will be appointed to a newly created Department of Linguistics in the Faculty of Arts. Initial duties will be to organise and conduct one senior undergraduate introductory course in General Linguistics to conduct Honours seminars in such departments as may request it; and to assist in the supervision and examination of candidates for higher degrees. Applicants should indicate their proficiency in modern languages. The date of assumption of duty is negotiable.
Closing date for applications: 28th February 1982.
DEPUTY DIRECTOR OR SENIOR TUTOR
Centre for Extra Mural Studies
Appointment to the above post, which carries academic conditions of service, will be made with effect from 1 May 1982 or as soon as possible thereafter. It is possible that the University may wish to make an appointment at Senior Tutor level and the appointment would be with effect from the same date.
The Deputy Director (equivalent to Senior Lecturer) will be responsible to the Director of Extra Mural Studies for the development and management of extensive programmes, including the Summer School, extra mural classes, public lectures, etc. In addition he will be expected to contribute to teaching and research in adult education within the Faculty of Education. The Senior Tutor (equivalent to Lecturer) would have responsibility in the same areas and the post would offer considerable scope for innovative programmes in non-formal education.
Applicants should hold sound academic qualifications, a record of professional work in education, preferably adult education, and appropriate experience in management. Experience in course development and evaluation, educational administration, publishing and editing, university teaching or non-formal education will be an advantage.
Closing date for applications: 15th January 1982.
SENIOR STUDENTMASTER/SENIOR LECTURER
ON STUDENTMASTER/LECTURER IN ARCHITECTURE
Applications for the above post should be registered architects or graduates with the equivalent of a Bachelor of Architecture degree. The successful applicant would be expected to assume duty as soon as possible.
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Closing date for applications: 15th January 1982.
GENERAL
Appointment to the above posts, depending on qualifications and experience, will be made on the salary scale:
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Lecturer - R10,995 x 720 - R14,570 x 810 - R19,230
In addition a service bonus of nearly one month's salary is payable annually. Staff benefits include 15% reduction of tuition fee for dependent children at UCT, generous study leave privileges, a housing subsidy scheme subject to government regulations, pension fund, medical aid and group life insurance schemes.
Applicants should submit a curriculum vitae stating present salary, research interests and publications, the date duty could be assumed and the names and addresses of three referees.
Further information should be obtained from the Registrar, (Attention: Appointments Office), University of Cape Town, Rondebosch, 7700, by whom applications (Quoting ref. no. ...) must be received by the respective closing dates.
Applicants should state their architectural experience. Further information on the implementation of this policy is obtainable from the Registrar.

RIYADH UNIVERSITY
Riyadh University College of Administrative Sciences (Riyadh - Saudi Arabia) invites applications from Ph.D. holders with perfect knowledge of the Arabic language to fill faculty positions in the following specialities:
1. Public Administration
2. Business Administration (Production - Finance - Organization and Management - Personnel)
3. Law (Civil - Commercial - Criminal)
4. Finance and Mathematics (Applied Statistics - Mathematics - Statistics - Insurance)
Accountancy
Applications from interested candidates indicating the position applied for and accompanied by a recent photograph of the applicant and non-returnable copies of academic and experience credentials should be mailed to: The Dean, College of Administrative Sciences, P.O. Box 2459, Riyadh, Saudi Arabia, within one month from the date of this advertisement. It should also be indicated on the envelope that it contains an application for a faculty position.
Previous applications for the advertised positions should be renewed in accordance with the conditions stated above.
Only selected candidates will be notified of the time and place of the interview. THE512

Overseas continued

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(Established by Act of Parliament)
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TEACHING APPOINTMENT IN COMMUNICATION SKILLS
Applications are invited from suitably qualified persons to teach a course in Communication Skills in the Institute which has just been set up to provide four-year Bachelor of Engineering Degree programmes with an emphasis on engineering practice.
The course is designed to improve the communication skills of engineering students through reading, writing, oral presentation and graphical presentation and displays.
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Gross annual emoluments range as follows:-
Lectureship \$25,080 - 49,880
Senior Lectureship \$43,100 - 74,800
Associate Professorship \$84,840 - 88,610
Professorship \$78,440 - 102,080
(£1 = S\$3.90 approx.)
The point of entry depends on the level of appointment and the candidate's qualifications and experience. These emoluments include a 13th month allowance payable in December each year and allowances recommended by the National Wages Council for wage increase for the period 1978 to 1981.
The Institute provides housing and medical benefits for its staff. Other benefits include leave, car loan, education allowance, settling-in allowance and contributions to Central Provident Fund Scheme under which the staff member contributes 22% of his monthly salary subject to a maximum of S\$880 p.m. and the Institute contributes an amount equal to 20% of the staff member's monthly gross salary. The contributions of both the staff member and the Institute may be withdrawn when the staff member leaves Singapore/Malaysia permanently or on reaching the age of 55. The contribution is tax exempt in Singapore.
For staff appointed on local contract, employment on the permanent establishment will be considered after the first three-year contract. Expatriate staff will be offered local contract once they become permanent residents of Singapore.
Candidates should write to:-
The Registrar
Nanyang Technological Institute
Upper Jurong Road
Singapore 2283
giving their curriculum vitae and the names and addresses of three referees.

LIQUINISTICS - TEFL:
The Department of English and the Center for English Language Research and Teaching at the American University of Beirut invite applications for faculty positions, available October 1, 1982 in:
Linguistics, Applied Linguistics, and the Teaching of English as a Foreign Language, Ph.D. degree in Theoretical Linguistics, Applied Linguistics or related field is required.
Preference given candidates with experience teaching EFL at the secondary level and teacher training experience at university level. Appointees will teach graduate and undergraduate courses in linguistics, methodology and EFL, and supervise research and development in an EFL study. Appointees usually as Assistant Professor, and normally for three-year contract period.
Interested persons should airmail letter of inquiry, C.V. and letters of recommendation to: Director, Center for English Language Research and Teaching, Department of English, American University of Beirut, Beirut, Lebanon. AUB is an equal opportunity/affirmative action employer.

RIYADH UNIVERSITY
Riyadh University College of Administrative Sciences (Riyadh - Saudi Arabia) invites applications from Ph.D. holders specialized in health and hospital administration to fill faculty positions for its Master's degree programme in health and hospital administration wherein the language of instruction is English.
Applications from interested candidates indicating the position applied for and accompanied by a recent photograph of the applicant and non-returnable copies of academic and experience credentials should be mailed to: The Dean, College of Administrative Sciences, P.O. Box 2459, Riyadh, Saudi Arabia, within one month from the date of this advertisement. It should also be indicated on the envelope that it contains an application for a faculty position.
Previous applications for the advertised positions should be renewed in accordance with the conditions stated above.
Only selected candidates will be notified of the time and place of the interview. THE512

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No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (or by inviting applications only from males or only from females) may be accepted, unless:
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2. It is otherwise exempted from the requirements of the Sex Discrimination Act.
A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.
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Applicants should normally hold a good first degree, and consideration for the following course is open to applicants from a wide range of backgrounds. Particulars and application forms are available from The Secretary, Department of Fine Art, University of Leeds, Leeds LS2 9JT. Closing date for all applications 31st January 1982.

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Our Faculty of Commerce and Administration, one of the largest in North America, has a few positions open. These are in Accounting, Finance, Management, Marketing, and Quantitative Methods. Requirements are a Ph.D. or equivalent, plus teaching and research experience. Teaching requirements can include undergraduate and graduate programmes: Ph.D., M.B.A., C.A. and Diplomas. Research and publication interests are expected and individual specialization is encouraged.
Apply to Dr. Kirpalani c/o Box 026V, The Times Higher Education Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London, England WC1X 8DZ. Dr. Kirpalani will be in England December 14th to 18th, 1981. After that apply to Dr. V. H. Kirpalani c/o Dean Pierre Simon's office, Faculty of Commerce & Administration, 1465 de Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M6; Telephone: (514) 879-4227. THE512

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Professor B. B. Argent, Course Director,
Metallurgical Engineering Programme,
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The central component of this one year course is two series of seminars and lectures on the problems of theory and method in the production of a social history of art. Students also study a special subject in which they are encouraged to test out theoretical issues and procedures in practice. This course will produce a 10,000 word dissertation.
Applicants should normally hold a good first degree, and consideration for the following course is open to applicants from a wide range of backgrounds. Particulars and application forms are available from The Secretary, Department of Fine Art, University of Leeds, Leeds LS2 9JT. Closing date for all applications 31st January 1982.

CLASSIFIED ADVERTISEMENTS

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THE TIMES HIGHER EDUCATION SUPPLEMENT

Don's diary

Monday

It's 6.30 am and again not a cloud in the sky. A clear autumn morning; sun sparkling on the Mediterranean; tips of cypress trees bend languidly under a gentle breeze. Personnel carrier full of unshaven Syrian soldiers lurches along Beirut's corniche; crackle of small arms fire several hundred metres away; heavier crump of mortar shells. Paradisaic Lebanon still lost.

Consider whether to forego jogging around campus athletics field, as hot water has been shut off in faculty apartments to maintain regular supply for hospital. Decide to run, sweat and damn the consequences. Most of my off-campus friends and students have no water at all.

Teach two classes, one on Victorian literature, the other, Chaucer to Shakespeare. Delete from my notes rather telling comparison between medieval England and modern Lebanon. No point in looking for trouble.

Tuesday

Approached by student delegation to support campaign to restore "basic human rights" to Ziad Abu-Ein. Ask who he is and am told that he is a young Palestinian suspected of being involved in terrorist activity in occupied Jordan; he is being held in a United States prison pending deportation. Decline to picket US embassy, and consider suggesting that students at the American University of Beirut might be more profitably employed in campaigning against loss of human rights closer to home. Keep silent, however. No point in looking for trouble.

Wednesday

Found Office of Information's AUB Bulletin in my pigeon hole and read that the university's financial situation is precarious, but that AUB's services would continue... with the exception of hot water, presumably. Dr Plimpton (Chairman of AUB's Board of Trustees) stated that for the fiscal years ending June 1978, 1979 and 1980, as audited, there was a cumulative deficit of more than \$2 million, and although the audit for the 1980-81 fiscal year has not been completed, there appears to be in addition a deficit of more than \$2 million. He stated that the estimated deficit for the current (1981-82) fiscal year may be as much as \$3 million. He also mentioned that, where as the university's liability for termination and retirement benefits was fully funded in 1977, in June 1980 there was an unfunded liability of over \$2 million. The chairman noted that as a result of these huge deficits the university is obviously in an exceedingly precarious financial situation.

Oddly enough, no signs of panic. Fact is, AUB has been teetering on the verge of bankruptcy since its foundation in 1866. US Congress will provide, say the Lebanese faculty. It will not, say the Americans. Walk over to the British Council to seek appointments. Vacant columns of *Times Higher Education Supplement*. Consider extending my activities as a freelance journalist.

Thursday

Meeting of the Graduate Committee. Less onerous, then in the past, Graduate assistants urgently needed to supervise laboratory work and teach some lower division courses; graduate students under-enrolled in many arts and sciences master's programmes. Nowadays holders of a bachelor's degree find immediate employment in the Gulf region, so no incentive for further study, especially after this year's 25 per cent increase in tuition fees. If applicant meets minimum requirements and understands sufficient English to fill out the application form correctly, we admit him.

Commiserate with colleague who has just had his car vandalized in broad daylight on the campus parking lot. He suspects a student he failed last semester. Ask whether the student is known to have connections with any of the dozen or so militia groups in our area, and am told that he probably does. We debate whether it is likely that his paramilitary superiors would wish to discipline him, or whether one would more probably be bringing more trouble on one's head by publicizing the criminal act. Campus security police suggest we follow the more prudent course and drop the whole thing.

Friday

Receive a letter from my son studying at a university in England. Complains about low standards, bored professors and how students seem to be more interested in politics than study. Recall vast sums of money expended to provide him with a supposedly superior European education; consider sending him some fatherly advice. Perhaps, though, his complaints are simply a cover for indifferent performance. Reconsider. No point in looking for trouble.

Saturday

Unusually responsive Victorian literature class. Considerable interest shown in Matthew Arnold's *Culture and Anarchy*; students disarmingly enthusiastic about the necessity of stemming the influence of the philistines. (But sir, why did he call them Philistines?). Everyone agrees that what the world needs is more "sweetness and light," no one, fortunately, pressing for a more precise definition.

We could certainly use some of it here. All my students have been touched in one way or another by the anarchy and destruction that has surrounded us for the past seven years. Parents are now separated, husbands leaving to leave the country in search of a livelihood elsewhere. Students who would have previously commuted daily to the university must now live on campus or close by, to avoid the hazards of cross-Berut travel, thus imposing extra strains on the family budget. At night the streets are deserted except for roaming bands of armed men; if people do venture out, they walk, for fear of having their car stolen from them at gunpoint. One's sleep is punctuated by explosions and the wail of ambulance sirens.

"But do you think culture could change all this, sir?" Good question. All one can say is that the world would probably be a better place if humanistic values were accorded greater respect, that a genuinely liberal education might have the effect of enlightening people as to what those values are and encourage them to uphold them. Warning to my theme: I take the trouble to explain why such matters are important. Decide to write to my son immediately, reminding him that a university education is a privilege, and that it is his business to derive as much benefit from it as he can, for his own sake, for my sake, and for the sake of the world in which he lives.

Take the trouble to drive out to the airport to ensure that the letter reaches him as quickly as possible. Later that evening ponder the disconcerting fact that Lebanon, which has one of the highest proportions of a university educated population of any country outside the industrialized West, has been the scene of so much violence, bloodshed, cruelty and irreparable destruction for so long.

John Munro

The author is professor of English at the American University of Beirut.

In an earlier column I wrote about the ambiguities in the expectations of educational leaders, particularly presidents. One of William Taylor's columns this summer dealt with the problems of preparing educators for retirement. Both columns have attempted to deal with a growing, and unmet need relating to personnel issues and the morale of those who work in higher education.

This column will treat yet another aspect of the same problem, which we have come to call "burnout". Much of my thinking on this subject has been fashioned by watching colleagues, analysing my own situation, and particularly reading the material of an American organization called the Northern Rockies Action Group which does professional work in the public sector in three Western states.

Burnout can happen in any walk of life, particularly when, as is frequently the case, it is associated with a midlife crisis. Then when facing the consequences of career or family decisions made in earlier years, the present and the choices for the future seem to have become limited. That this can also happen to institutions is clear.

The problem for educators is acute for several reasons. Most professionals in the field now in mid-career and the institutions created since the war have lived exclusively in a growth environment. People entered the profession thinking that growth would go on forever, companion to population increases, and that one simply had to wait for the inevitable promotion to full professor.

Burnout or midlife crises are most likely to affect those in academic areas where there is no easy access to a companion field outside of education, as is the case with business, engineering, and many of the sciences.

Some causes of burnout are in the nature of the work in public interest or non-profit fields, including education. In such work, where there is a lack of clear vision of what kind of society one is working toward, it is difficult to judge progress or success.

The goals of educational institutions are often diffuse and contradictory when seen from the viewpoints of students, faculty, and administrators. Under these circumstances the actions of both individuals and institutions are most often reactive with external or internal forces setting the agenda. This often leads to

Taking the heat off burnout cases



George Rainsford

the sense of not being in control of one's destiny or even work place, which is a major cause of helplessness contributing to burnout.

There is also frequent lack of adequate or appropriate personnel processes or policies so that it is hard to talk about or adequately deal with personnel problems. Repeated evidence of loyalty to the institution is called for, and any talk of career change is seen as disloyalty to "the cause".

For the president there are additional causes of burnout. More like a mayor of a small town than a corporate chief executive, the president must deal with a wide spectrum of often competing claims and demands. Unlike his faculty counterparts, he has no tenure in his job and often does not even own his own home, a fact which makes retirement finally traumatic.

Finally, a professor can be one until he retires, but the pressures are vast not to stay on the job for 20 years because new ideas and energies are needed. What does a 50 year old do who has already been a president for ten years, has made the necessary decisions as manager which make him unpopular as a person and

suspect as a leader, and who does not want to retire?

In spite of these problems the benefits of being an academic are real and substantial. Most of us think that our work is the most important in which we can be engaged. But the problems of burnout or midlife crisis are real, however manageable. Three key concepts for coping with them are rhythm, balance, and initiative.

Rhythm implies an understanding of life cycles. Middle age is a reality even for a menopausal university. Just as there are cycles of growth and acceleration, so for people certainly and for institutions and nations as well, there are also periods of consolidation, maturity, and deceleration. This is neither right nor wrong, it just is. The trick is to focus on the opportunities which are appropriate and can be made available in each cycle.

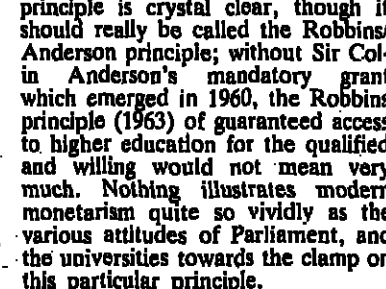
For the people in an institution this implies self-conscious organizational planning for those cycles. But how many colleges help either faculty or presidents plan for retirement? Evaluation based on open and constructive feedback on an effort to share objectives will be an important support system. Adequate personnel policies with rewards and incentives in terms of sabbaticals, leaves, retirement benefits, fringe benefits for families including health care and insurance, all are necessary.

Balance, however, is perhaps the key. This implies a mix of work and recreation; some regular exercise for the body and the mind; some time to relax and recreate.

As a personal matter each of us must have a survival kit - those things that we know get us over the rough spots in work or in life. We live in and for the world of ideas and so we must keep having them and be open to those of others. Initiative can be the key element. Aging is a matter of the body, not the spirit.

Burnout can be the end of a professional life cycle or it can be simply a part of a larger cycle where it is followed by a renewed sense of balance, rhythm, initiative, and a sense of well being. Education's ability to prosper in the 1980s will be determined in significant measure by its ability to continue to attract and retain people of outstanding talent and commitment. Personnel policies that accept the need for support systems which recognize the demands placed upon these people will be necessary to prevent their loss to the profession.

Cash limits and human rights



Christopher Price

The concept of cash limits was invented by Labour in 1975, when the post-war boom was over and there was no suitable clamp on the market to attach to the lid of the public expenditure fusbin. (Now don't get me wrong here. If I begin with a metaphor, from domestic technology, were I bestowed with autocratic powers, private rather than public expenditure would be destined for my dustbin; sumptuary legislation, I have always believed, lies deep with in the English non-conformist tradition.)

But the cash limit clamp, has always lain uneasily alongside constitutional and legislated human rights. You can't cash limit unemployment benefit or Parliamentary expenditure or legal aid. Or mandatory grants for higher education. This - at root - is at the heart of the ministerial dither

over the Robbins principle, which culminated in Sir Keith, before the Select Committee recently, first pretending not to know what it was and then, when told, declaring it "vague".

In fact, it is not. The Robbins principle is crystal clear, though it should really be called the Robbins/Anderson principle; without Sir Colin Anderson's mandatory grant which emerged in 1960, the Robbins principle (1963) of guaranteed access to higher education for the qualified and willing would not mean very much. Nothing illustrates modern monetarism quite so vividly as the various attitudes of Parliament, and the universities towards the clamp on this particular principle.

The House of Commons Public Accounts Committee recently bemoaned the open-ended nature of the mandatory grant. Bill and pleaded that a "reasonable" clamp should be invented. They did not appreciate the complexities of the problem; the DES has just produced any anyone reply with a barb at the end of it - "noted the committee's views", "practical difficulties", "new mechanisms needed" and then the final coup de grace - "Primary legislation would be needed". The Government has enough trouble with the universities in Parliament at the moment, without a Bill to erode their autonomy still further with statutory limits on expenditure. It would be folly to introduce and would fail.

The response of the universities to all this has been predictably diverse. They have all been astute enough to grasp that if every university and polytechnic admitted exactly as many students as it was instructed to, each in his or her relevant discipline, then there would be a *de facto* cash limit on mandatory grants. But they are also clever enough to understand that to accept this injunction would mark the final demise of both Robbins and their own autonomy.

It is they, not the Government, who should be the arbiters of how many students they can educate in higher learning with the resources they are given. So some, like Surrey, have wanted to say, "We will use our academic judgment, become more efficient and go well over target" - thereby scooping up, in respect of each extra student, from the Treasury coffers, for themselves nearly £1,000 worth of home student fee and a similar amount for the student in maintenance studies.

Most other universities (the majority) are sticking broadly to UGC targets. So if the Government can't legislate the dustbin-clamp, can they hold the lid on through sheer bluster and bullying. Well, try these threats for size. Sir Dr Parkes to the Select Committee: "The committee has not been told that this [claw-back for extra student numbers] is contemplated, but there is a disposition to be cautious and thus not to encourage higher student numbers". Then Sir Keith: "If institutions were to flout the guidance of the UGC and the result emerged as a higher cost on the taxpayer, we would have to take that into account". That's all certainly rather vaguer than the Robbins principle.

Will they claw the money back? Will it affect resources for the whole system? Is Joseph going to start a campaign against "high spending universities, rather like Heseline" against the local authorities? Will the vice chancellors, the Select Committee and the debate in the House of Commons be adamant. The Robbins principle was nothing to do with "rights". Monetary considerations had to come first. But he now has problems with his "wet" rebels, who are demanding a two year reprieve for the universities and actually think they are going to get it. Sir Keith is a real hard-line, we'll have to wait and see.

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LETTERS TO THE EDITOR

Time for the UGC members to resign

Sir, - The AUT's national lobby, complete with assembled vice chancellors, left me with the feeling that it would have been a great deal more useful if it had taken place at least six months ago. If, when they had warning of what was to come, the vice chancellors and their counterparts in the polytechnics had agreed to mobilize their staffs in public protest, instead of relying on discreet special pleading in the corridors of power, they might have saved themselves the humiliation of a fruitless "satellite" approach, on bended knee to Sir Keith Joseph. Some of those who did prophesy hard times ahead merely alienated their staffs by implying that it was all inevitable or even desirable. Only a few were bright enough to concentrate on the principles at stake.

I believe in particular that the time is well overdue for the members of the UGC to resign in a body: they have patently failed in their function as advisers to the Government, and the mood of the AUT's rallies made it clear that they are discredited in the eyes of the academic community. Had the UGC made earlier the sort of public gesture that the Lewisham

Health Authority did some time ago, they would at least have given universities a lead while there was still time.

Three arguments have been put forward in the UGC's defence. The first has been that they are a valuable buffer between universities and the Government. There is no evidence whatever that they had any mitigating influence on the severity of the cuts - indeed, they seemed themselves uncertain exactly what limits the Government would impose, as in the farcical dialogue with AUT about difference between a "ceiling" and a "target".

The second argument has been that since we were content to accept UGC handouts in times of expansion, we should not criticize them now when they have to effect economies. This would have some validity if they were seen to have acted with consistency - but they appear to have cut most severely some of the very activities that they encouraged only a few years ago as being more appropriate to the needs of a modern industrial nation.

The third argument has been that direct control by Whitehall would

have been much worse. A study of the pattern of the UGC's cuts has led many to the opposite conclusion: that only a body of individuals determined to protect the special interests of the institutions nearest to their hearts could have produced quite such a damaging and illogical list of amputations. I cannot believe that the DES or the Treasury would have behaved in the same way (though the Oxbridge interest is pretty strong there too).

The universities are too important to be left at the mercy of such an unreliable and unrepresentative body. Its very existence has enabled the Government repeatedly to excuse itself on the grounds that the details of the cuts were for the UGC to decide. The committee should either be abolished or reconstituted on quite different terms. There are many alternative structures that could be discussed, ranging from a truly representative one to that adopted by local education authorities, where the special interests have only minority votes.

Yours faithfully,
MICHAEL SPENCER
King's College, London.

Part-time Bradford

Sir, - Should Susanne Jackson (*THES*, November 20) care to make proper observation of the University of Bradford she would indeed find things blazing during the evening in teaching blocks. For example, the schools of education teach both undergraduate and postgraduate part-time classes each Monday, Tuesday and Thursday. She would also find that members of staff are indeed involved, at a whole variety of levels, in attempting to further educational opportunity in schools, further and higher education and within the serving professions.

Perhaps she and others who share such concerns about the extension of education for non-elitist education all for part-time education would do well to mobilize their efforts towards saving those institutions already dedicated to these objectives.

The signatories to our letter of November 6 had hoped to share concerns well beyond their personal interests and towards a responsible, societal view of education - a perspective which appears unavailable to many governmental and academic business and administrators.

Yours faithfully,
DR IVAN REID
University of Bradford.

Population history
Sir, - Your review of *The Population History of England 1541-1871* (*THES*, November 6) really to be believed!

"Did an army of local historians" indeed visit "10,000 chilly vestries all over Britain" to reach a conclusion on the population history of England (my emphasis)?

According to the first words on the first page of "Britain: an official handbook" (HMSO, 1981) "Britain (also known as the United Kingdom of Great Britain and Northern Ireland)... The largest islands are Great Britain (comprising the mainland) and Ireland..."

Yours sincerely,
JAMES DUNCAN,
214 Clifton Road,
Aberdeen.

International affairs
Sir, - I can only apologise for the clumping in the letter of mine that you printed in your issue of November 19. In the last sentence, "International Affairs" should of course be "International Affairs".
Yours faithfully,
D. D. FARR,
University of Birmingham.

Linguistics defence

Sir, - It is truly a sign of diminishing regard for academic scholarship that Professor Neil Smith's spirited defence of linguistics against Government cutbacks (*THES*, November 13) should be presented in terms of its potential for interdisciplinary collaboration rather than its attraction for undergraduates interested in a more formalized and universal study of language than that provided in modern language departments. Well may linguistics revolutionize the philosophy of mind, force radical revision in cognitive psychology, provide "theoretical models of unparalleled sophistication for sociology and anthropology", stimulate work in artificial intelligence and develop its own branch of mathematics (I am somewhat sceptical of this last claim, which must terrify every self-respecting arts student), but I am inclined to wonder how persuasive these achievements would seem to Whitehall mandarins who probably classify "theoretical models of unparalleled sophistication" (especially in sociology and anthropology) as precisely the sort of academic hogwash that should be axed.

Professor Smith's specialities may yield a rich harvest of doctoral research, but appear far removed from

the studies of those who encounter linguistics as undergraduate BAs, and I would suggest that defence of the subject ought properly to begin with its importance in the undergraduate arts curriculum, especially as complementary or auxiliary to studies in modern languages. It is sad that Professor Smith's reference to linguistics as being "on first inspection simply one of many (thriving) academic disciplines" represents his point of departure rather than conclusion. The chill winds of university cutbacks will also encourage Professor Smith and his colleagues to retain that overworked adjective "scientific" to describe their subject, a self-conscious reluctance to concede that no study of a phenomenon as human as language can, or indeed should, claim to be scientific, even if its methodologies are occasionally influenced by those of the natural sciences.

Linguistics is in itself a fascinating and dynamic and, if I may say so, academic discipline, and it is deeply regrettable that economic stringencies have persuaded some of its practitioners that further justifications for its existence are necessary.

Yours faithfully,
BRIAN F. HAVEL
Student of Linguistics Trinity College, Dublin.

Tito fellowship

Sir, - An appeal has recently been launched to endow a Marshal Tito Fellowship in Yugoslav Studies at the School of Slavonic and East European Studies. At a time when Yugoslav and other regional studies are under severe financial pressure in British universities, a way out may indeed be to cash in on the personal cult. There is no lack of potential, alive or recently-deceased-but-still-revered, after whom fellowships, lectureships and chairs could be named, for as long as they had some aura. It is, nevertheless, a pity that this brilliant idea should have been conceived at an institution which named its first chair in Slavonic Literature and History after T. G. Masaryk.

STEVEN K. PAVLOWITCH
Southampton University

Sixth forms

Sir, - I found your leader on the changing options for the education of the 16-19 sector both interesting and thought-provoking. I would wish to add just one point.

In your last paragraph, you say "Traditional sixth forms can only be preserved by the ruthless amalgamation of schools to provide adequate numbers..." There is an alternative to amalgamation for those who wish to maintain sixth forms, and that is by the use of new technology to permit supported self-study in minority subjects. A number of schools throughout the country are already using this approach.

Yours faithfully,
NORMAN WELLS,
Assistant Director,
Centre for Educational Technology.

Teacher planning

Sir, - Ian Kane (*THES*, November 13) is right to ask why manpower planning in teaching education should operate so inflexibly. If a graduate engineer takes a job in marketing or an architect in personnel work, he or she is not considered unemployed; but if graduates in education exceed the number of teaching vacancies, it is assumed that something, somewhere, has gone wrong and the system should be manipulated to prevent a recurrence of such an event. There is a double standard here which should be resisted.

The attempt to match supply to predicted demand is particularly mistaken in view of education graduates success in finding employment. Quite simply, they do well. The recent survey, *Polytechnic First Degree and Higher Diploma Students 1980*, shows that education graduates were more successful than other graduates in gaining permanent employment while fewer than the average for all graduates were unemployed at the end of the year.

This is remarkable in view of the large number of students who started education degrees in 1976 and 1977. It is still more likely to be true of the smaller number of students starting education degrees who will be entering the time that primary school roles will rise in the middle 1980s.

Yours faithfully,
M. G. BRUCE.

Save our school of education

Sir, - I am writing on behalf of the Marlwood Area group of Primary Head Teachers working in North Avon near Bristol. We view with extreme concern the proposed closure of the school of education as part of the University of Bristol cut-back.

The school of education provides both initial training and continuing education for teachers throughout the south-west. It offers us opportunities to update our knowledge, to reappraise the quality and content of our work with children and to be in contact with new ideas and developments. Without such academic back-up, schools in the area would be much the poorer.

Bristol is one of the few universities with a long-established research unit which has enabled it to carry out a continuous and extensive programme of educational research.

Apart from initial training, in-service courses and research programmes, closure of the faculty of education would also mean the loss to the local community of a variety of specialist educational resources, both human and material. There are many formal and informal ways in which the staff of the faculty and the local educational community interact and these contacts and consultations are valued by both sides.

We would ask the many graduates and students at all levels who have benefited from their contact with the Bristol school of education to make their feelings known, and to take into account the low value which this proposal puts on education.

Institutions of higher education must of course take their share of the financial cutback, but we feel that cuts "across the board" would be the most equitable way.

Yours faithfully,
MOIRA S. ANDREW,
Correspondent to the Marlwood Area group of Primary Head Teachers, Bristol.

Changing codes

Sir, - In his interesting review of Denis Donoghue's *Ferocious Alphabets* and Geoffrey Hartman's *Saving the Text: Literature/Derrida/Philosophy* (*THES*, November 20) David Lodge, echoing Hartman, asks how we may explain in Derrida "the persistence, the seriousness, with which intelligence of this order employs devices that may seem to be at best witty and at worst trivial... and always wilfully obscure."

Lodge suggests three possible answers, the second of which is "revolution". If the subject is constituted by the codes he operates, then subjects can be changed by changing the codes.

In a polemical response to Vincent Leitch in *Critical Enquiry* (Summer 1980) J. Hillis Miller wrote: "I do think that the conservative aspect of deconstruction needs to be stressed, its difference from Marxism, which is likely to become more sharply visible as time goes on, is that it views as naive the millennial or revolutionary hopes still in one way or another present even in sophisticated Marxism." Miller goes on to argue, with characteristic attention to the textual aspects of the difference he wishes to clarify, that Marxism believes in changes which would "transform our relations to language or change the human condition generally."

It does seem to me that the intelligent debate about deconstruction which is still needed in this country would try to address some of the ways in which the radicalism involved in deconstruction, so far from being "revolutionary" wears a conservative face. As the debate over the last five or more years in *Critical Enquiry* makes clear, deconstructive criticism is very much of a Broad Church, with different practitioners espousing different kinds of limits to the indeterminacy of texts and the plurality of readings. What most would seem to share, so far from a celebration of "nihilism" or an advocacy of the collapse of "values" as such, is a sense of the doubleness of Western metaphysics.

Yours sincerely,
PETER J. CONRADI,
Kington Polytechnic.

Union View

Value added funding for universities

During the AUT's lobby and demonstration last week, a Parliamentary debate took place on higher education in general and the universities in particular. The impact of the lobby can be assessed from the fact that the debate lasted until 10pm.

Excellent contributions were made by various Members of Parliament, but it was quite clear from both the ministerial contributions to the debate and from speeches made by certain Government supporters that clouds of confusion still hang over the heads of our politicians about the role the universities play in the affairs of the country.

In his leading speech for the Government and later when he met a deputation from all the campus unions, it is apparent that Sir Keith Joseph is obsessed with the idea that it is the private sector of the economy which pays for and supports the universities. Whether ministers are unaware or want to be unaware of the universities' contribution to the private sector in return, it is difficult to say. Yet the point must be made if the question of university finance is examined in a fair and rewarding way. First, it is important to stress that at the level of skilled and semi-skilled manual workers and apprentices, industrial, commercial and other employers pay for the training of these employees either directly or through Industrial Training Board levies.

AUT

On the other hand, professional workers (engineers, scientists, technologists, etc) are in the main trained by the universities. This is a considerable subvention which must total hundreds of millions of pounds a year. Only a small fraction is paid for in the form of sponsored study by the more enlightened sections of industry or the public sector.

Second, industry and commerce take advantage of both the basic and applied research carried out in universities by literally thousands of teaching staff and research workers. It is worth noting that in the past ten years over 4,000 inventions made by university staff were notified to the National Research Development Corporation and approaching 1,000 inventions have been originated by universities and assigned to the corporation. University inventions are among the top major revenue earners bringing money from home and overseas sources. It would be possible to fill several pages of *THE THES* giving details, but at the end of the day the public money that goes in the universities has value added to when it is returned to the private sector and to other parts of the public sector.

This does not take account of the massive contribution made by the arts and humanities to our national life, and the educational and cultural advantages.

It is a pity, therefore, that when viewing the universities, the Government seems to look only at its teaching role. If the Government want a true definition of its multi-purpose role, it could be stated as raising the educational level of as large a number of people as possible; advancing the frontiers of knowledge across the whole range of disciplines; training people for the professions, assisting industry, commerce and the public services in a whole manner of ways and making a contribution to the arts, the media and society generally.

If the Department of Education and Science and our politicians cannot or will not recognize the multi-purpose role of UK universities, then they are not fit to pass judgment on what is being done by universities and not are they able to make any true and honest assessment of their value to society.

Laurie Sapper

The author is general secretary of the Association of University Teachers.

John Coyle